TEACHER'S HANDBOOK

SRA

READING LABORATORY®
1c
revised edition

by Don H. Parker
and
Genevieve Scannell

INDIVIDUALIZED LEARNING THROUGH THE READING LABORATORY SERIES
S R A
READING LABORATORY
by Don H. Parker and Genevieve Scannell

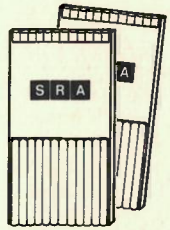
RATIONALE BOOK
One copy

TEACHER'S HANDBOOK
One copy

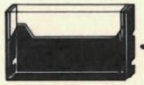
STARTER BOOKLETS
Ten copies

RECORD PAGES
One pad of 192 pages

STUDENT RECORD BOOK
One sample copy

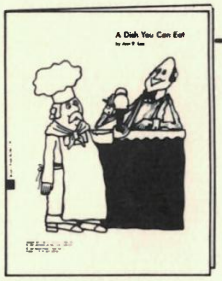


COLORED PENCILS
Two sets of 12 colors each



ORIENTATION TAPE
One cassette:
Side 1 for teachers
Side 2 for pupils

KEY CARDS
One for every Power Builder



POWER BUILDERS
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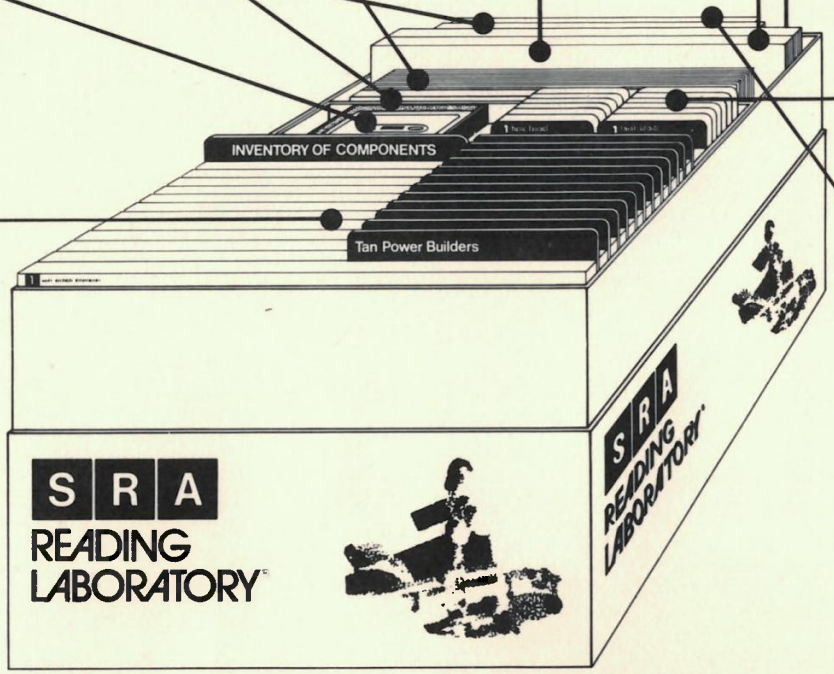

WALL CHART
One copy

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TEACHER'S HANDBOOK

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SRA

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Chicago, Palo Alto,
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Acknowledgments

The first SRA READING LABORATORY® program took shape in the late 1940s and early 1950s. Working in widely separated locales and unknown to one another, the authors—students of individual differences, learning psychology, and child development—were beginning serious work to help teachers individualize learning opportunities for children. Multilevel materials for carrying on the work were crude, often inadequate, and always homemade.

In 1957 the first multilevel learning system appeared in published form, researched and designed by the senior author, for use by pupils in the secondary grades. Meanwhile he continued his studies to perfect multilevel materials for the lower grades. This resulted in the publication of the Elementary Edition of the SRA READING LABORATORY system beginning in 1958. Developmental work on materials for the primary grades continued, now under the aegis of the Parker-Scannell team, and the first editions of the primary Laboratories (la, lb, and lc) were published along with *Word Games (Reading Laboratory 1)* in the early 1960s.

Over 350 teachers, supervisors, and administrators and thousands of pupils, in classes from grade 1 through college, actively participated in the work of developing materials for the initial publication. Since publication hundreds of other educators have given freely of their time to make constructive comments and criticisms. Subsequent editions and printings have reflected their ideas. It is hoped that such voluntary feedback from the places where the Laboratories are used will lead to continual refinement of these materials.

Genevieve Scannell, coauthor, would like to express appreciation to Arthur H. Illing of Manchester, Connecticut, for allowing her freedom to express new ideas and to give them life in the classroom. Her special gratitude for educational guidance goes to Helen Blair Sullivan and Helen A. Murphy, professors of education, Boston University.

To the late Ruth Strang, professor of education, Teachers College, Columbia University, goes the senior author's deepest gratitude for encouraging him to pursue the multilevel philosophy and learning laboratory techniques during the years of basic research.

For their assistance in the work surrounding this revision of the primary laboratories, the senior author particularly wants to thank his distinguished colleague at Multilevel Incorporated, Dr. William H. Fryback, as well as the editorial and design staffs of Science Research Associates, in particular Lou Lepore and George Paterson.

DON H. PARKER
GENEVIEVE SCANNELL

1

For the teacher who is new to the SRA READING LABORATORY® SYSTEM

2

For the teacher who is ready to begin

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Additional aids and information

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PART ONE

For the teacher who is new to the SRA READING LABORATORY® system

1

Background and Overview

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Part One
Background and Overview

WHY READING LABORATORIES?

The SRA READING LABORATORY system grew out of one man's search for a practical way to individualize the learning experience of each child in a classroom situation.

Individualized instruction, as an ideal, easily finds support today among educators and laymen alike; but putting it into practice under actual classroom conditions has always been rather more difficult.

Psychologist and educator Don H. Parker saw clearly that an ideal learning situation might prevail if each child could (1) begin a course of instruction at a point determined by his own abilities and present achievements and (2) proceed to learn at his own best rate, up to his full capacity.

In this ideal situation, the individual child would be neither harried by any struggle to keep up with his more gifted classmates nor hampered by the drag effect of those slower than himself. Thus he could work with optimum efficiency, enthusiasm, and self-reliance.

The problem was to construct a system that would make this ideal attainable. Dr. Parker answered this challenge by devising a "learning laboratory" on multilevel principles. This system of instructional techniques and materials could serve an entire classroom (or learning center or other instructional area) while permitting each learner in the group largely to *guide himself* in his own special learning program at his own rate of speed.

The year 1957 saw a pioneering event in educational publishing when Dr. Parker's first multilevel Laboratory (the original *Reading Laboratory 3a*) was published by SRA; and it is in the field of reading instruction that the multilevel Laboratory format has achieved its greatest successes and arrived at worldwide currency and renown.

Today SRA publishes a system of ten Laboratories under Dr. Parker's general authorship. These Laboratories represent a developmental program in reading instruction from the beginning stages through the junior college level. In the years since 1957, millions of children in the United States and in more than forty-nine countries around the world have improved their reading skills on an individualized basis and have learned the meaning of independent work with the familiar boxes that they call "the SRA."

Thus to the question "Why Reading Laboratories?" the answer, in Dr. Parker's own words, is "so that each student may start where he is and move ahead as fast and as far as his learning rate and capacity will allow."

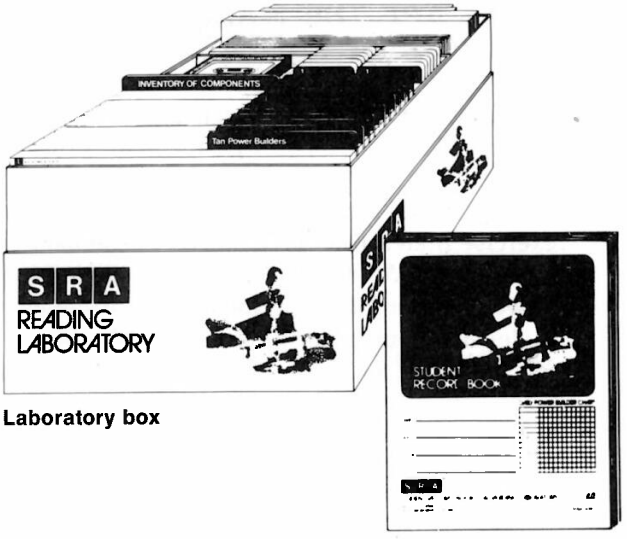
WHAT IS A READING LABORATORY?

To allow for the wide range of abilities that exists in the typical classroom and to facilitate an individually tailored program for every child, the READING LABORATORY program offers *multilevel* learning materials within a single classroom package and provides the mechanism whereby each child can assume much of the clerical responsibility for keeping track of his own performance. In this system the teacher's role expands from that of test giver, record keeper, and supervisor into that of a professional learning consultant giving personal attention to the learning problems of individual students as necessary.

The learner's role, in turn, expands from that of passive absorber into that of a well-motivated supervisor of his own learning program. Thus he becomes truly a *student* rather than merely a pupil. Let's see how this is accomplished.

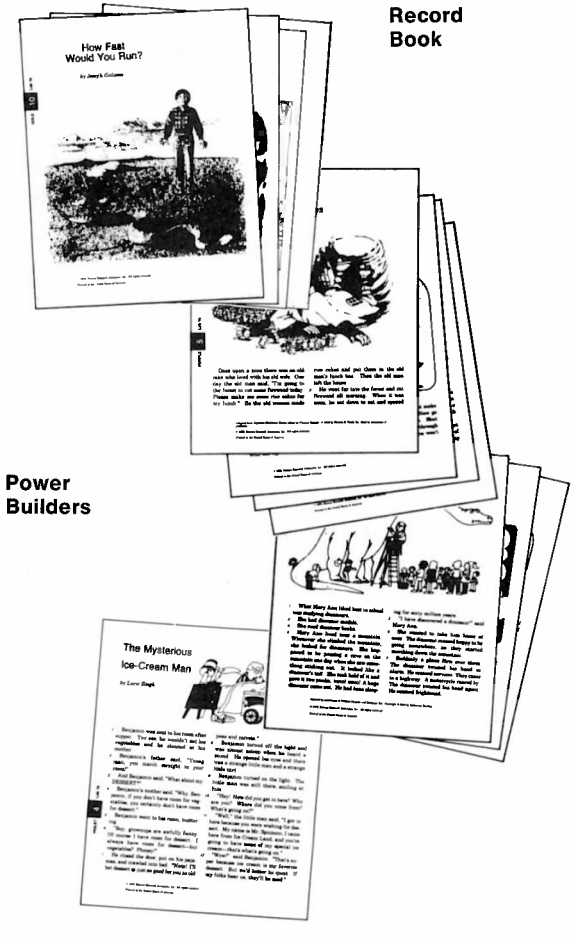
The reading materials provided in any one Laboratory are organized into a series of graduated difficulty levels not only covering the reading level appropriate to the *average* child in a given grade or age group, but also ranging above and below the norm.

For example, *Reading Laboratory 1c* (generally used with third-graders, or eight-year-olds) contains twelve levels of high-interest reading material, of which the simplest (1.6) has a reading age of approximately six and the most complex (5.5) a reading age of approximately ten. Thus the child who reads "below grade level" finds material at the very outset that he can read without the frustration of overchallenge, while the more advanced child in the same classroom finds material suited to his abilities and is spared the boredom that comes with underchallenge. Both progress according to their own abilities and at whatever pace is appropriate for each individual.



Laboratory box

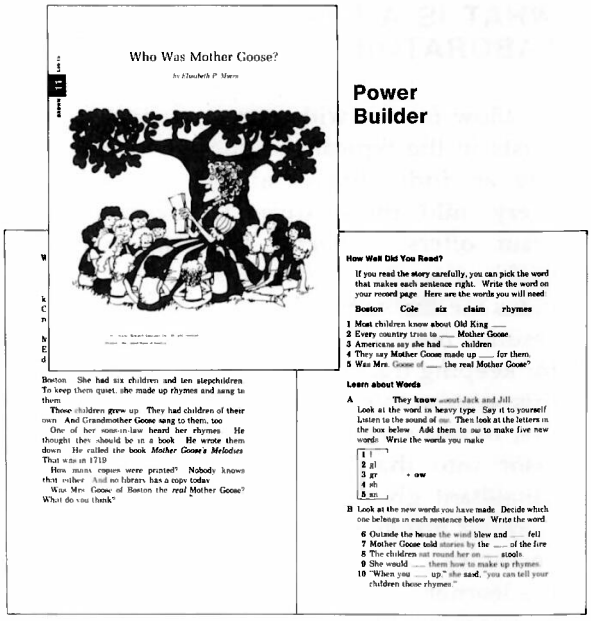
Student Record Book



Power Builders

WHAT ARE THE MAIN COMPONENT PARTS?

Power Builders. The basic unit in the SRA READING LABORATORY program * is the Power Builder—the four-page folder containing a high-interest reading selection as well as exercise material to develop comprehension, word-attack, and language skills. The 144 Power Builder folders in the box are arranged in levels of increasing difficulty identified for the children by colors—Orange Level, Gold Level, Brown Level, and so on. (For the teacher, a chart on the inside back cover of this handbook gives the numerical readability designation for each color level.)

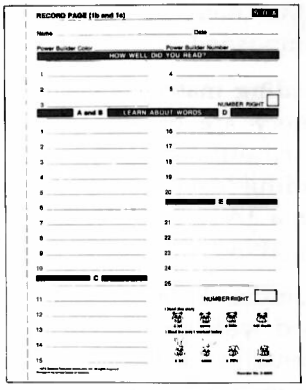


Power Builder

The exercise material in each Power Builder falls into two main divisions: "How Well Did You Read?" tests comprehension of the reading selection, and "Learn about Words" develops vocabulary skills in its A and B sections and gives practice in linguistic and phonic analysis skills in sections C, D, and E.† The specific linguistic and phonic analysis skills covered in the "Learn about Words" exercises are detailed in the charts on pages 103 to 108 of this handbook.

Each Power Builder concludes with a short paragraph headed "Use Your Imagination." This is a nonscorable section designed to stimulate the child's creativity and encourage him to think and imagine beyond the limits of the reading selection. It is a particularly useful resource for the teacher who seeks to enrich the language arts program with language experience activities, oral storytelling, creative writing, dramatizations, class discussions, art projects, and other activities. (Such enrichment is strongly recommended.)

Record Pages. The child writes his answers to the Power Builder exercises on a Record Page from the pad provided with each Laboratory.



Record Page

*The discussion here is confined to the physical makeup of *Laboratories 1a, 1b,* and *1c. Laboratory 1: Word Games* has a unique structure suited to its special aims and content, and Laboratories for higher grades introduce certain variations on the pattern described here.

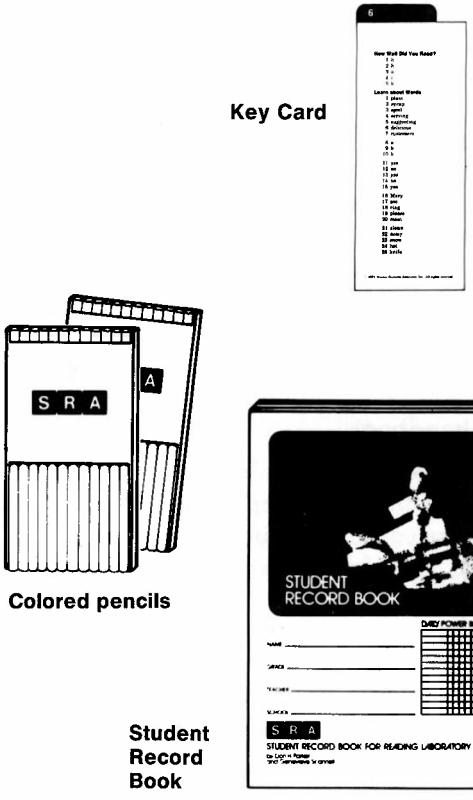
†The early Power Builders go only up to Section C; section D makes its first appearance at the Lime Level; section E first appears at the Purple Level (found in *Laboratories 1b* and *1c* only).

Key Cards. The child checks his own work in the READING LABORATORY system. He finds the correct answers to the exercise questions on Key Cards located behind the Power Builders in the Laboratory box. (In a sense, the Key Card is the "teacher" in the laboratory, telling the child not only which answers he got right, but also—and more importantly—giving him the right answers to those questions he missed so that he can *learn from his mistakes.* Checking one's own work and learning from one's mistakes are basic to the learning strategy of the READING LABORATORY system.)

Student Record Book and Colored Pencils. The Student Record Book (*My Own Book*) is the child's own graphic record of his progress through the READING LABORATORY system. It is also the teacher's reference point in reviewing the child's progress, counseling him, and helping him decide whether he is ready to advance to the next color level.

The child posts his score for each Power Builder on a chart in the Student Record Book, using a pencil of the same color as the level in which he is reading, and he uses this color to fill in a simple bar graph of his progress. (While this information could be posted with an ordinary black writing pencil, the use of colored pencils that correspond to the colors of the reading levels produces a chart that communicates far more graphically and immediately, and provides more fun and fascination for the children. The colored pencils—of which two sets are provided—must be considered an important part of the Laboratory's child appeal.)

The Student Record Book also contains a number of Activities Pages designed to provide an entertaining nonscorable format for extra practice in creative writing and thinking, verbal problem solving, language concept reinforcement, direction following, and other useful abilities. Because these pages offer nonscored activities, they can be worked into the program with considerable



freedom, at the teacher's discretion. Suggestions for assigning them are found on pages 23–24 of this handbook.

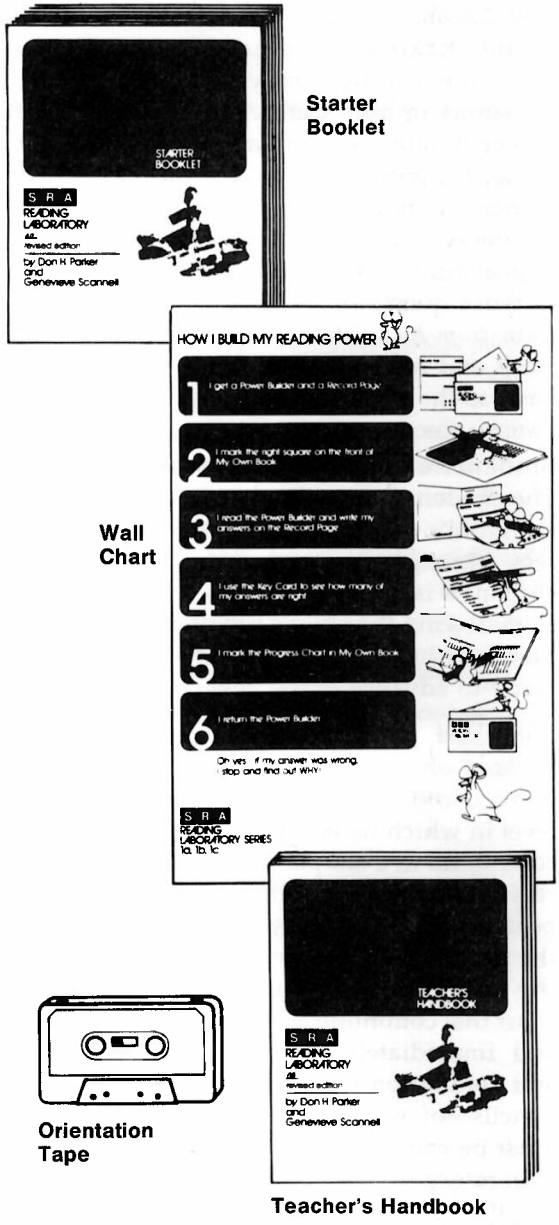
Also in the Student Record Book are response pages for the Listening Skill Builders—short listening selections that are printed on pages 31 to 92 of this handbook for you to read aloud to the children (and optionally available in recorded form on tape cassettes). After each listening selection the children answer a series of questions testing their attentiveness, retention, and comprehension and mark their responses on the response pages of the Student Record Book. They also chart their progress on a chart form provided there. Details of how and when to administer the Listening Skill Builder program are provided on pages 13–14 and 30 of this handbook.

Finally, a special feature of the Student Record Book for the revised *Reading Laboratories 1a, 1b,* and *1c* is the Diagnostic Conference Record (the center spread). This form, used in conferences with individual students, permits you to see at a glance the specific word-study skills that the child has encountered in the particular Power Builders he has read, and thereby helps you as you assist him in deciding whether he is ready to move to a new level. It can also become a part of the child's permanent record if you wish. Details will be found on pages 25 and 26–28 of this handbook.

Starter Booklets. *Reading Laboratories 1a, 1b,* and *1c* contain ten copies each of a Starter Booklet, used in teaching small groups of children the procedures of the READING LABORATORY system when the Laboratory is introduced. These Starter Sessions serve additionally as a placement device to establish each child's best starting level in the Power Builder program. (Starter Sessions are discussed further on pages 17 to 21 of this handbook.)

Wall Chart. A wall chart briefly summarizing the main steps of procedure for the children is included in each Laboratory so that the children can refresh their memories, if necessary, about the steps to be followed.

Teacher's Handbook, "Individualized Learning" Book, and Orientation Tape. These are the user-training devices that come with *Laboratories 1a, 1b,* and *1c,* and they are fairly self-explanatory. The table of contents page for this handbook summarizes its content. The rationale book, *Individualized Learning through the Reading Laboratory Series,* explains the underlying assumptions of Dr. Parker's multilevel philosophy and places *Reading Laboratories 1a, 1b,* and *1c* in the context of the total READING LABORATORY system from *Reading Laboratory 1: Word Games* through *Reading Laboratory 4a.* The Orientation Tape addresses itself to the teacher (side 1) and to the children (side 2)



who will be using the Laboratory. Side 1 gives the teacher an overview of the lab, its components, and its methodology. It may be useful to listen to side 1 even *before* reading further in this handbook. Side 2 can be played for the children before beginning Starter Sessions as an easy way to introduce the Power Builder program.

WHAT IS THE CLASSROOM PROCEDURE?

Orientation and Starter Sessions. The first step in using the Laboratory's Power Builder program, naturally, is to orient the students and train them in the routines they will need to know and follow. This is accomplished through one general Orientation Session and a series of small-group Starter Sessions. Over a period of about two weeks you will introduce students to the Laboratory and its parts and will establish each child's starting level. Starter Sessions are conducted with groups of nine or fewer students, working with the Power Builder Starters provided in the Starter Booklet (ten copies in each Laboratory box). The children will learn to use the Key Cards to check their own responses to exercises, and they will learn to graph their own progress on the charts in their Student Record Books. (See pages 17 to 21 of this handbook for a detailed discussion of Starter Sessions.).

Subsequent Routine. Thereafter the program will become largely learner-operated. Students will work independently on whatever class schedule you establish according to your own convenience. (A sample schedule of use on page 12 of this handbook can be followed, or it can be adapted to the needs of your classroom.)

At the time you designate for Laboratory use, each child will select a Power Builder folder from his own current level in the Laboratory box (*any* folder in that level, regardless of numerical order), will read the story, and will answer the questions (writing his answers on a Record Page). He will make the appropriate entries in his Student Record Book and perhaps complete one more Power Builder that day. *(One Power Builder is generally sufficient for a child to work in one day, and two would be a maximum for an unusual situation.)*

NOTE: *The child's aim should* not *be to read his way folder by folder through each successive level of the Laboratory, and it is not anticipated that the* average *child will need to read all twelve Power Builders in a level. Rather, the aim is to demonstrate mastery of the skills in a particular level and then promptly move on to confront the challenges of the next level. Some children may demonstrate this mastery in working only four or five Power Builders in a given level. Other children (or the same children, when working in other levels) may need to work as many as nine, ten, or all twelve Power Builders before their scores reflect a solid grasp of the material in that level. But a child should not be encouraged to start, say, at Orange 1* with the intention *of reading his way straight through the Orange Level. He should always be advanced to the next level as soon as his scores justify the move, not left to plod one by one through all the Power Builders without regard to his scores. (Of course, if he expresses a desire to remain a while longer in a level in which he has demonstrated mastery, he should certainly be allowed to do so. This lets him experience plenty of success.)*

Note, too, that the Power Builder program is not conceived as a yearlong activity. Once the students have been placed in their starting levels via Starter Sessions, they will derive the greatest benefit from the Power Builders if they use them daily at first and then two or three times a week. Laboratory use should continue for as long as students are increasing their reading skills and responding with enthusiasm. When students reach a plateau and have difficulty advancing further, it might be time to put the Laboratory away for a while. Its use can be resumed later in the year. Remember, too, that the Laboratory need not be used for the same length of time by every student. Individualized instruction *implies that Laboratory use for the same length of time by every student would not always be appropriate.*

The wide range of subject matter covered by the Power Builders is a particularly noteworthy feature of the Laboratories, as they include not only folktales and fiction in serious, humorous, fantastic, and realistic veins, but also factual selections in the areas of natural science, biography, history, life in other lands, fine arts, "the world we live in," and more. This variety can help to expand the child's background of general knowledge, and it gives him a chance to indulge his own interests and predilections as he freely selects the Power Builders that look most appealing to him in his working level.

It is worth noting, too, that a control of conceptual suitability and difficulty has been imposed on all levels of Power Builders so that a primary-grade child whose reading skills are unusually good will not "get in over his head" conceptually as he advances into the higher levels of the kit. Thus length, complexity of language, and informational load increase to provide the necessary challenge while the background of knowledge, experience, and emotional maturity needed for understanding remains within the scope of the young child. Few materials can offer such a balance; quite often a book that gives the unusually good reader an adequate challenge in its writing style and content load will also tend to assume knowledge or experience beyond his years. This problem has been minimized in the READING LABORATORY series through careful editorial selection and adaptation.

The pages that follow will fill in the details of this general picture with specific recommendations for introducing the READING LABORATORY program into your classroom and getting it fully operational.

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The preceding comments apply to the Power Builder program, which constitutes the major portion of the Laboratory materials. The Listening Skill Builder program is another important dimension of the Laboratory that should not be overlooked. We have deferred discussing it only because of its comparative simplicity. Most teachers will probably choose to start the Listening Skill Builder program before the Power Builder program and continue it as convenient through the school year. The recommended mode of operation for the Listening Skill Builders is as follows:

Each story (except for the first one) is presented to the class twice. After the first hearing the teacher asks the ten "How Well Did You Listen?" questions and the children record their answers on the response pages of their Student Record Books. The teacher then reads the correct answers and the children score their work and post the "How Well Did You Listen?" section of the Progress Chart in their Student Record Books. A class discussion is recommended following the charting activity.

The story is presented a second time a few days later. This time the children answer the five "Did You Follow the Time Order?" questions. Scoring and charting are handled as before.

WHAT IS THE TEACHER'S ROLE?

With the use of learner-operated multilevel materials, your role as teacher is enhanced. Much of the test giving, test scoring, and record keeping that would normally be your responsibility is taken over by the children as they gain independence in testing themselves, scoring their own responses, and charting their own progress. The removal of this clerical burden frees you for more humanistic functions so that you can answer questions, give personal help as needed, and consult with the children about their overall progress.

As the students move up to new levels in the Laboratory they will encounter new formats for questions and responses. You will want to help them adjust to each new format and make sure they understand the task at each step along the way. There will be times when children don't know a word, or can't provide an answer, or disagree with the answer given on the Key Card. At such times they should always be able to turn to you for help or explanations or an arbitration of the disagreement.

Perhaps most important of all will be your role in helping each child decide when he is ready to advance to a new color level. After students have begun to use the Laboratory independently, you will want to hold periodic conferences (perhaps once a week) with each child to discuss his progress and help him decide whether he is ready to move up to the next level.

There is no single, inflexible formula for deciding this, since so much depends on individual differences and your personal knowledge of the child, his work, his human needs, and the motivational encouragements that he may require. But as a loose general rule, a child will be ready to move on to the

next level when his scores for both the "How Well Did You Read?" and "Learn about Words" sections of the Power Builders have stabilized in the area of 80 to 100 percent (though he may have an occasional regression). In some cases this could happen with only four or five Power Builders.

A fuller discussion of these individual progress-checking conferences and of the available diagnostic techniques will be found on pages 25 to 28 of this handbook.

WHAT ARE SOME FURTHER ADVANTAGES OF THIS SYSTEM?

The SRA READING LABORATORY system, by providing learning materials appropriate to each child and enabling each to pursue an individually tailored learning program suited to his unique abilities, permits every child to experience the rewards of success. Beyond that, however, the READING LABORATORY methodology provides numerous other pedagogical and psychological advantages that you can capitalize on if you are fully aware of them.

Because the system is largely learner-operated and self-scored, it fosters an early sense of *responsibility* for one's own work, and children seem to enjoy assuming this responsibility. For example, the maintenance of Progress Charts (which could be merely a necessary chore for a teacher) becomes a source of pleasure and excitement for the child as he constructs a multicolored visual record that says "This is how far I've come" and "Here is what I can do." This involvement and sense of personal responsibility for his own progress is what differentiates a *student* from a mere *pupil.*

The self-scoring mechanism permits continuous feedback for self-assessment, so that the child is never working in a vacuum. He always knows exactly what his mistake was, and he is encouraged to examine each mistake so that he can learn from it.

Under this system, children have the opportunity to develop increased awareness of themselves as readers who have certain skills and who need to develop other skills, and thus they have a chance to see the learning process objectively—not as a mysterious test of their own worth, but as a series of skills and tasks that can be identified, practiced, and mastered..

There is great psychological value in learning to see one's mistakes not as "bad" or as evidence of personal inadequacy, but rather as stepping-stones to increased achievement. Teachers are earnestly solicited to help create this psychological climate in their presentation of the READING LABORATORY system. By all means point out that there is no shame whatever in making some mistakes—indeed, it's *expected,* for the absence of any wrong answers would mean that a child was working in too easy a level, where he had nothing to learn. But a mistake is never a failure in the READING LABORATORY system; it is merely a neutral signal saying "Here is a skill you still need to learn." The only real failure, the children must recognize, would occur if they failed to take the time to learn that skill after the mistake was discovered.

Many teachers praise Laboratory work for developing habits of thoughtful, attentive reading at an early age, as well as nurturing logical abilities. The program further provides early training in direction following and early acquaintance with standard multiple-choice formats for response that the children will probably encounter again and again in their school careers.

The Power Builder format (four-page folders containing small units of skills practice) may seem less formidable to some children than complete books, giving them an added measure of confidence.

The wide range of subject matter covered by the Power Builders is a particularly noteworthy feature of the Laboratories, as they include not only folktales and fiction in serious, humorous, fantastic, and realistic veins, but also factual selections in the areas of natural science, biography, history, life in other lands, fine arts, "the world we live in," and more. This variety can help to expand the child's background of general knowledge, and it gives him a chance to indulge his own interests and predilections as he freely selects the Power Builders that look most appealing to him in his working level.

It is worth noting, too, that a control of conceptual suitability and difficulty has been imposed on all levels of Power Builders so that a primary-grade child whose reading skills are unusually good will not "get in over his head" conceptually as he advances into the higher levels of the kit. Thus length, complexity of language, and informational load increase to provide the necessary challenge while the background of knowledge, experience, and emotional maturity needed for understanding remains within the scope of the young child. Few materials can offer such a balance; quite often a book that gives the unusually good reader an adequate challenge in its writing style and content load will also tend to assume knowledge or experience beyond his years. This problem has been minimized in the READING LABORATORY series through careful editorial selection and adaptation.

The pages that follow will fill in the details of this general picture with specific recommendations for introducing the READING LABORATORY program into your classroom and getting it fully operational.

PART TWO

For the teacher who is ready to begin

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2

Suggested Schedule of Laboratory Use

(also showing use of *Laboratory 1: Word Games*)

READING LABORATORY 1

WORD GAMES

First Week of Word Games Program

Mon Introducing procedure
Tue Introducing procedure
Wed Introducing procedure
Thu Introducing procedure
Fri Introducing procedure

Second Week
(independent game play begins)

Mon WG
Tue WG
Wed WG
Thu WG
Fri WG

Third Week

Mon WG
Tue WG
Wed WG
Thu WG
Fri WG

Fourth Week

Mon WG
Tue WG
Wed WG
Thu WG
Fri WG

Fifth Week

Mon WG
Tue WG
Wed WG
Thu WG
Fri WG

Once Word Games and Power Builders have been started, they should be used on consecutive days as indicated to ensure continuity and reinforcement of learning. After the fifth week of consecutive use, however, the schedule may be adjusted to only three times a week, and later to twice a week. Language experience techniques, creative storytelling, writing, and drawing, as well as other stories and free reading should be used along with the materials of the READING LABORATORY system.

READING LABORATORY 1c

LISTENING SKILL BUILDERS

First Week of Listening Program

Mon LSB 1
Tue LSB 2
Wed LSB 2
Thu LSB 3
Fri LSB 3

Second Week

Mon LSB 4
Tue
Wed LSB 4
Thu
Fri

Third Week

Mon LSB 5
Tue
Wed LSB 5
Thu
Fri

Fourth Week

Mon LSB 6
Tue
Wed LSB 6
Thu
Fri

Fifth Week

Mon LSB 7
Tue
Wed LSB 7
Thu
Fri

The Power Builder program may continue for as long as students are increasing their reading skills and responding with enthusiasm. Remember that individual children may use the Power Builders for varying lengths of time, and those who reach a plateau may do well to pursue other learning activities for a while and perhaps return to the Power Builders later in the year. The use of Word Games may continue for as long as it is useful to individual students.

POWER BUILDERS

First Week of Power Builder Program

Mon Orientation
Tue Starter Sessions
Wed Starter Sessions
Thu Starter Sessions
Fri Starter Sessions

Second Week

Mon Starter Sessions
Tue Starter Sessions
Wed Starter Sessions
Thu Starter Sessions
Fri Starter Sessions

Third Week
(independent Power Builder programs begin)

Mon PB
Tue PB
Wed PB
Thu PB
Fri PB

Fourth Week

Mon PB
Tue PB
Wed PB
Thu PB
Fri PB

Fifth Week

Mon PB
Tue PB
Wed PB
Thu PB
Fri PB

Part Two
Using the Laboratory

GETTING STARTED

Starting the Listening Skill Builder Program

Most teachers will choose to start the Listening Skill Builder program early in the year. It can begin as early as the first week of school. (You can start it whenever you choose, however.)

The early listening selections contain in themselves most of the necessary explanations to the children. Pass out copies of *My Own Book for Listening and Reading*. Give the children a few moments to leaf through the book and satisfy their natural curiosity. Tell them that this is a book they will be using a lot as they learn to listen and read better. Have them write their names on the front cover and fill in the other information blanks there. Then ask them to open the book to page 3 and leave it open to that page while they listen to a story. (The "attention picture" on page 3 gives the children a focus as they listen and aids them in visualizing certain elements in the story.) Then turn to page 31 of this handbook and read the first Listening Skill Builder selection aloud. (Alternatively, you can read the introduction from page 31 and then play the tape that is available as an optional purchase item.) When you have completed the selection itself, discuss what you've read with the children. Note that the children are not asked to make any written response to this first Listening Skill Builder.

For Listening Skill Builder 2, the children will respond by marking the appropriate pages in their Student Record Books. Read the introduction to Listening Skill Builder 2 (page 33) and then read the selection itself (or play the tape) as before. When you have completed the selection, have the children turn to page 6 in their books and mark their answers to the questions about the selections as you read the questions to them.

Full directions for marking answers, scoring, and charting progress are contained in the teacher material for the Listening Skill Builder section on pages 30 to 92 of this handbook. Listening Skill Builders 3 through 16 follow the same general pattern as number 2. (Note that the recommended procedure for each Listening Skill Builder after the first one involves two separate readings on two separate days. The first reading is followed by the "How Well Did You Listen?" exercise; the second by the "Did You Follow the Time Order?" exercise.) After the scoring a class discussion is generally profitable.

Summary of Listening Skill Builder Procedures

The teacher—	The student—
• reads Listening Skill Builder selections to whole class or to selected group (or plays tape-recorded version, optionally available)	• listens to the selection
• dictates "How Well Did You Listen?" questions after first reading and "Did You Follow the Time Order?" questions after second reading; instructs children in method of marking answers	• marks answers on the response page of Student Record Book
• dictates correct answers; instructs in how to post scores on Listening Progress Chart	• corrects own answers and posts Progress Chart
• leads class discussion	• participates in discussion

STARTING THE POWER BUILDER PROGRAM

The first step in using the Laboratory's Power Builder program is to orient the students and train them in the routines they will need to know and follow. This is accomplished through one general Orientation Session and a series of small-group Starter Sessions. Although some students may have used Powers Builders last year, it is still appropriate to spend some time with them in introductory work and to establish new starting levels for them.

General Orientation Session

Place the Laboratory box where every child can see it. Now, while holding up appropriate components from the box for the children to see, play side 2 of the Orientation Tape that comes with the Laboratory, or conduct your own Orientation Session without the tape if you prefer.

If you conduct your own session, your first step will be to display the Laboratory box, explaining that you think the children are ready to start using the SRA READING LABORATORY system and you want to tell them something about it first.

Show the children that there are folders of twelve different colors (called Power Builders) in the box, and that those in front are clearly quite short and easy, whereas those in the back are visibly longer and more challenging—with many steps in between. Show them some of the artwork on the Power Builder folders, read some of the titles, and try to arouse their interest in the funny, exciting, informative, and varied stories that lie behind those titles and pictures. Explain why the folders are called Power Builders—because using them will help the children build up power in reading and develop their ability to read longer and more difficult material.

Tell them that once they get started, some of them may be reading in the Orange Level while others may be reading in Gold or Tan or Lime, because each child will get to read at the level that is *best for him.* And each child will move from one color level to another as his skills improve, as his reading power builds, and as he becomes able to read longer and harder stories.

A discussion of individual differences at this point will help build understanding and positive attitudes. You might point out, for example, that Sharon writes a neater hand than Kevin, but Kevin draws better horses or runs faster—that we all have things we do well and things we do less well. That's because each of us is an *individual*—each of us is special in his own ways. Involve the children in the discussion and get them to cite examples of how each individual is different.

Tell them that once we find out how well we can do a thing and recognize what our own weaknesses are, we can begin to work at doing each thing better. And that's what the READING LABORATORY is all about. Since some of us need

one kind of reading practice while others may need another kind, each one gets to start at the level that's right *for him*—and works at his own speed on the skills *he* needs to move ahead.

Point out that it will be quite all right if a child's classmate is reading the Brown stories while he himself is reading the Orange ones (or vice versa), because the point of the Laboratory is that everyone need *not* be doing exactly the same thing. What's important is to be yourself, doing what's right for you, meeting your own individual needs. Nor is it a race. To get the most out of the Laboratory, some children should go slowly and others should move faster.

Tell them that they will use their copies of *My Own Book for Listening and Reading* (the Student Record Book) to keep a personal record of how they are doing. (Presumably they will already be familiar with this book from their work with the Listening Skill Builders. If you have not yet started the Listening Skill Builder program, show them a copy of *My Own Book* now.)

Tell the children that they will be answering questions about their reading, much as they have been answering questions about their listening, and that later on you'll show them just how it's done for reading.

Tell them that the answers they give will sometimes be wrong ones. That's expected, for if they knew all the answers already, they wouldn't even need to come to school, would they? *So there's nothing bad about giving a wrong answer.* A wrong answer is just a signal that says: *"Here's something you can learn. Take the time right now to find out what the answer should be, and why. Think a bit and find out why another answer is better than the one you gave. Then you'll know something new. You'll be one step ahead of where you were before."* That is what wrong answers are in the READING LABORATORY system: not failures, but signposts that say "Here's a chance for you to learn something." (This is a crucial point that you will doubtless want to reiterate during small-group Starter Sessions as you teach the children the actual procedures involved in scoring their own work and charting their correct responses.)

Tell the children that you'll take them a few at a time and teach them just how they are to use the READING LABORATORY. Soon everybody will be reading the stories and doing the work that is just right for him.

Of course, if the children have used a READING LABORATORY before, they will not require as intensive an orientation as will those who are new to the Laboratory system.

Small-Group Starter Sessions

Purpose and Strategy of Starter Sessions. Following the Orientation Session, small-group Starter Sessions should be conducted over a period of about two weeks, using the Starter Booklets (of which there are ten in the READING LABORATORY box). These sessions have a dual purpose. First, they serve to familiarize the children with the Power Builder formats and the procedures for recording and scoring answers, charting progress, and so on, that will constitute their normal Laboratory routine. Second, they serve as a placement device. When a child begins to show signs of struggle in the sequence of Power Builder Starters, he leaves the Starter group and begins his independent program with the actual Power Builders from the Laboratory box—generally one level *lower* than the level with which he began to have difficulty in the Starter Booklet.

Starter Sessions are best conducted with small groups of children (nine or fewer) so that you can closely oversee each child's performance and become aware of any difficulties he may be having. All children who enter the Starter Sessions should have word-attack and related skills that enable them to handle primer-type materials at least. Any child without such skills is not yet ready to begin an individualized reading program at any level.

Note that Starters 1 and 2 correspond to the lowest level of Power Builders in the Laboratory box (Orange). The remaining starters increase in difficulty and correspond to the Gold, Tan, Green, and Blue levels. You should give lots of help on Starters 1 and 2, to be sure the children understand the procedures. After that, begin to reduce your help and intervention so that you can observe how well each child is able to work independently with materials that will begin to increase in difficulty.

The most convenient sequence for Starter Sessions is generally to take one group through Starter 1, then another group (if others are ready) and another, until all children who are ready have been through Starter 1. Then take each group through Starter 2. And so on.

Procedures for Starter Sessions. The suggested procedures for conducting Starter Sessions are here broken down into a series of numbered steps for simplicity of presentation.

1. Select a small group of students whom you know to have the necessary skills. If possible, seat them around a table where you can clearly observe each child's work.

2. Give each child a Starter Booklet and his Student Record Book (*My Own Book*). Have each child shade-in the box for Starter 1 in the Daily Power Builder Chart on the cover of his Student Record Book. (Marking the Daily Power Builder Chart in this fashion will always be the child's first step as he begins Starters or Power Builders.) Explain that at first you will all read the same stories together, but later they will read different stories, using the separate Power Builder folders from the Laboratory box.

3. Teach Starter 1 much as you would teach any group reading lesson. (Have the group discuss the pictures, and let them relate individual experiences that come to mind. Spot less familiar words and put them on the chalkboard; have the children pronounce them and discuss their meanings. Ask the children what they think the story is about and what they may find out when they read it. Then read the story aloud with them and discuss it briefly to make sure they understood it. Next, give them time to read the story silently to themselves.)*

4. Tell the children that now they are going to answer some questions about the story. Give a Record Page to each child and have the children fill in the information requested at the top of the page. Emphasize now that they will do *all* their writing on Record Pages like this one—never in the Starter Booklet and never on the Power Builder folders from the box.

5. Read aloud and demonstrate the "How Well Did You Read?" section and the "Learn about Words" section. You will probably want to follow the reading of directions with an explanation in your own words. (But since the same format is repeated often, pupils will soon learn to do the exercises independently.) Discuss and answer every question as a group on this first Starter. Show the children how to write their answers in the proper blanks of the Record Page. Tell them that anytime they do not know an answer, they should simply draw a circle in the blank on their Record Page. Later, when they check their work with a Key Card, they will find out the best answer and can write it inside that circle.

6. Read the paragraph headed "Use Your Imagination" with the children and explain what that heading means. You may want to discuss the suggestions given in the paragraph and encourage the children to respond to them. Make sure, however, that they understand that the "Use Your Imagination" section is not involved in the answering and scoring of questions. They may read it and think about it each time they encounter it, but you will let them know if you want them to actively pursue any of the activities suggested there. Page 23 of this handbook contains a statement on the usefulness of this section.

7. When the children have written all their answers, point out that there are some leftover blanks on the Record Page. Tell them not to be concerned about those. At the top levels of the Laboratory box there are enough questions to answer so that every blank of the Record Page is used.

8. Have the children turn to Starter Key 1 (inside back cover of the Starter Booklet) to check their responses. Show them how the numbers on the key correspond to the numbers on their Record Page. (Show them that these keys in the back of the Starter Booklet are like the Key Cards in the Laboratory box and that they will use those Key Cards to check their work once they begin reading

*By approaching the story with the children in this way, you are implicitly leading them through the SQR (Survey, Question, Read) method of approaching written material, as detailed on page 98. You may later choose to describe the method explicitly and tell the children the letters SQR so that they can consciously practice the technique in their independent work.

Power Builders from the box.) Now demonstrate the technique of circling each wrong answer and writing the correct response alongside the error. (Correct responses require no marking.)

9. Emphasize the importance of finding out *why* a response is incorrect and *why* the one on the Key Card is the best response; reiterate the idea that the Key Card acts as a teacher to tell them when they have a chance to learn something. Help individual children look back at the story to verify the key's answers if they have made errors in the "How Well Did you Read?" section. Help them review the directions for "Learn about Words" to see if misunderstanding of directions was a source of error in that section. Encourage them to consult with you whenever they have trouble understanding or accepting the answers on the Key Card.

10. Show the children how to count their correct responses and enter the total in the "number right" box on their Record Page.

11. Now have the students turn to page 77 in *My Own Book* and help them fill out the Orange Progress Chart as follows:

- They write their name and grade at the top.
- They write the date over the first column of numbers.
- They write "S-1" (for Starter 1) in the space for the Power Builder number.
- In the first column of numbers they find their "number right" for "How Well Did You Read?" and draw a line through it. They do the same in the column below it for "Learn about Words." They then take the appropriate colored pencil from the Laboratory box and color each column up from its base to the lines they have drawn. (The color bars on the Progress Charts will show the extent of their achievement as they progress from day to day in the Power Builder program. After three or four sessions, the students will learn to keep neat and accurate charts and will take pride in doing so. There is no need to explain the percentage figure on the Progress Chart; it is given for teacher reference only.)

12. Direct the children's attention to the self-evaluation section at the foot of the Record Page ("I liked this story . . ." and "I liked the way I worked today . . ."), and have them check, underline, or color the little faces that best express their own feelings about the story they read and the success they had in answering the questions. Ask them to save their Record Pages and keep them inside their Student Record Books or in a special folder (at least until you have had a conference with them about those pages or have used them in parent-teacher conferences).

(*End of first Starter Session*)

13. If other children are ready, follow the same procedures with another group and another, until all children who are ready have been through Starter 1. Then return to the first group and work through Starter 2 with them in exactly the same fashion. Give a full measure of assistance as you take this group and all others through Starter 2.

14. Return to this first group to work Starter 3. When you begin Starter 3, tell the children that you want to see how well they remember what to do, so you will not tell them as much this time. Help those who remain puzzled and uncertain about procedures, but give every child a chance to proceed as independently as he can. Tell the children that they may look back at the story to find the answers if they don't remember them. If they still can't find the answer, tell them to put a circle in the blank and go on to the next question.

15. Continue in this fashion, encouraging greater independence with each new Starter. (NOTE: Since the Starter selections correspond to a variety of color levels, the children will post their Starter scores on several different chart pages to match those color levels. Make sure that they turn to the appropriate chart page each time.)

Establishing Students' Starting Levels. A student's starting level should be the highest level at which he can successfully (1) read the selection, (2) complete the exercises independently, and (3) follow through accurately on procedures. When a child begins to require a great deal of help in reading a Power Builder Starter—that is, when he needs to be told perhaps one-tenth of the words—or when he begins to score poorly on the exercises, is too dependent on the teacher for directions, or takes an inordinate amount of time to finish, he has reached his "frustration level." At that point he should leave his Starter group and begin working independently one color level *lower* than the Starter that is causing his problems.

In leading children through Starters 1 and 2 (both Orange Level, or 1.6), you may conclude that one or two members of the group are having so much difficulty either in reading the story or in following directions that they are not ready to begin independent work at any level. These students should drop back into SRA's *Word Games* or other reading readiness activities.

Any student who reaches his frustration level with Starter 3 should begin his independent Power Builder program one level lower, in Orange (1.6). Circle *Orange* on the Daily Power Builder Chart that appears on the cover of his Student Record Book.

Those who reach their frustration level in Starter 4 should begin one level lower, in Brown (2.0). Circle *Brown* on the covers of their books.

Those who reach their frustration level in Starter 5 should drop back to Lime (2.4) to begin in the Laboratory. Circle *Lime* on their books.

Those who reach their frustration level in Starter 6 should drop back to Aqua (3.0). Circle *Aqua* on their books.

Any remaining children who handle all Starter selections with ease may begin in the Laboratory at the Blue Level (3.5). Circle *Blue* on their books.

Summary of Power Builder Starter Procedures

The teacher—	The students—
• selects a group of nine or fewer students with the necessary skills (able to handle primer-type materials)	• assemble around a table or in a small circle of chairs
• passes out Starter Booklets and Student Record Books; has children mark Daily Power Builder Chart; teaches Starter 1	• mark Daily Power Builder Chart; turn to Starter 1 in the Starter Booklet and follow teacher's directions
• passes out a Record Page to each child; reads and demonstrates "How Well Did You Read?" and "Learn about Words" questions	• write answers to "How Well Did You Read?" and "Learn about Words" questions on the Record Page (or draw a circle in the blank when answer is not known)
• shows children how to check their own answers, using keys; shows how to total scores, complete the self-evaluation item on the Record Page, and post the Progress Chart in the Student Record Book	• check their answers against the keys; total their number right; complete self-evaluation; post Progress Charts
• conveys the idea of the Key Card as a kind of "teacher" that tells the child when he needs to learn something; stresses importance of taking time to discover the reason for each wrong answer and *why* another answer is the right one	• learn that wrong answers are not "bad" but are simply signposts that identify learning opportunities
• repeats the same steps with another group, then another, until all students have completed Starter 1	• complete Starter 1
• using Starter 2, repeats same steps with all groups; notes any students who are having excessive difficulties in Starter 1 or 2 and directs them to *Word Games* or other readiness-type activities (they leave the starter group)	• complete Starter 2; some leave starter group and go into *Word Games* or other readiness-type activities
• using Starter 3, repeats same steps with all groups, giving less help now and encouraging as much independence as the children are capable of achieving; identifies those students who cannot handle Starter 3 easily and establishes Orange as their proper starting level in the Laboratory box (these students now leave the Starter Sessions)	• complete Starter 3 with less help than they received on the first two; those who cannot do so easily leave the Starter Sessions and begin their independent Power Builder programs at Orange Level
• using Starter 4, repeats same steps with all groups, giving only a little help; identifies those students who cannot handle Starter 4 easily and establishes Brown as their proper starting level in the Laboratory box (these students now leave the Starter Sessions)	• complete Starter 4 with very little help; those who cannot do so easily leave the Starter Sessions and begin their independent Power Builder programs at Brown Level
• using Starter 5, repeats the same steps with all groups, giving minimal help; identifies those students who cannot handle Starter 5 easily and establishes Lime as their proper starting level in the Laboratory box (these students now leave the Starter Sessions)	• complete Starter 5; those who cannot do so easily leave the Starter Sessions and begin their independent programs at Lime Level
• using Starter 6, repeats the same steps with all groups, giving minimal help; identifies those students who cannot handle Starter 6 easily and establishes Aqua as their starting level in the Laboratory box (these students now leave the Starter Sessions)	• complete Starter 6; those who cannot do so easily leave the Starter Sessions and begin their independent programs at Aqua Level
• directs all remaining students to begin their independent work at Blue Level; plans to consult with them on their progress when they have completed four or five Power Builders	• (All students who are ready are now working independently in the Laboratory and should consult with the teacher about their progress when they have completed four or five Power Builders.)

The Independent Power Builder Program in Action: Suggestions and Reminders

Now that your students understand the Power Builder procedures and have been assigned their starting levels, they can proceed independently at each Reading Laboratory session—selecting Power Builders from their assigned levels, scoring their answers, and posting their Progress Charts. Here are some suggestions and reminders that will be useful as you move into this learner-operated phase of the program.

- Three reminders to the children are appropriate as they begin their independent programs. (1) The children should shade-in the appropriate square of the Daily Power Builder Chart on the front cover of the Student Record Book as their first step each time they begin a new Power Builder. (2) They should not write in the Power Builder folders but should confine all their writing to the Record Pages provided for that purpose. (3) They are permitted to look back at the story while answering the "How Well Did You Read?" questions. (This is not a test of recall but is intended as training in accurate reading and careful habits of mind. One such habit is going to the source for facts rather than relying on hasty guesswork or hazy recollection.)
- Note that the Laboratory box contains a wall chart summarizing the procedures for the children. Posting this chart on the wall and reminding the children to refer to it will help them achieve independence.
- Children may select the Power Builders from their assigned levels *in any sequence*. Within a level, the difficulty of all Power Builders is approximately the same, so numerical sequence need not be followed.
- One or two Power Builders will be all that any child should try to work in one day. For most children one will suffice.
- A suitable length of time for a daily Laboratory session is probably between twenty and forty minutes, depending on how much time your students actually require to complete a Power Builder and perform the associated procedures. Some teachers choose to have the children take a recess after they have read the Power Builder and answered the questions, deferring the scoring and charting procedures until after the break.
- As soon as a child demonstrates mastery of the skills in a color level (which he may do with only four or five Power Builders), he should be moved up to the next level. It is unlikely that a typical child will need to complete all twelve Power Builders in a level before going on to the next level, though some may.

- Some teachers prefer to reduce traffic to and from the Laboratory box by appointing student helpers to pass out and refile Power Builders. In such a case the Student Record Books are also collected after each Laboratory period and stored in a central location. Then, when the next Laboratory period is announced, the helpers give each child three items: the child's own Student Record Book, a blank Record Page, and *any* Power Builder that the child has not yet read in his color level (as revealed by the Daily Power Builder Chart on the front of each Student Record Book). The helpers collect the material at the end of the period and assume responsibility for correctly filing the Power Builders back in the Laboratory box.
- Another recommended procedure is to remove the two sets of colored pencils from the Laboratory box and keep them on opposite sides of the classroom. It is best if children do not carry the pencils to their individual desks. Rather, each child should carry his Student Record Book to the pencil set, use the appropriate pencil at that location, return the pencil to its container, and resume his seat. Also, it is best if these pencils are not used for any activity other than marking the Student Record Book. These procedures reduce traffic to and from the pencil location and help ensure that the two sets of pencils do not get mixed together. Each one remains a complete set of twelve colors.
- To ensure that pupils take the time to examine their incorrect answers to comprehension questions and that they try to find the source of their errors, some teachers recommend one additional step. Alongside the circled wrong answer and the right answer copied from the Key Card, they ask the child to write the *number of the paragraph* in which the right answer is to be found. (In *Laboratory 1c,* this first becomes possible at the Lime Level, since it is there that the paragraphs first carry numbers.)
- Don't overlook the "Use Your Imagination" section at the end of each Power Builder. It is a particularly useful resource for the teacher who seeks to enrich the language arts program with language experience activities, oral storytelling, creative writing, dramatizations, class discussions, art projects, and other activities. Such enrichment is strongly recommended.

Assigning Activities Pages from the Student Record Book

The twenty-four pages of game- and puzzle-type activities in the Student Record Book are to be assigned at the teacher's option and convenience. These pages relate closely to concepts and abilities exercised by the Power Builder materials, yet they are not built so tightly into the system as to require their completion at any fixed point in the Laboratory sequence. Nor is there any score that must be attained on these pages. Indeed, a number of them are non-scorable, and it is recommended that they all be treated without emphasis on right and wrong answers. The pages reinforce basic skills and abilities in an

entertaining way, and call upon imaginative and creative resources as well. Thus they may be thought of as skills-using for the legitimate purpose of having fun.

The specific skills exercised and reinforced by these pages are identified for teachers in a small line of type at the bottom of each page. Some children may need a little teacher assistance in understanding how to work certain of the formats on their first appearance, but many of them employ familiar devices that most children have already encountered elsewhere (dot-to-dot puzzles, for example). Thus many of the pages will be self-explanatory to the children. Also, at the first occurrence of a given format, the first item has been worked for the children as a sample of what they are expected to do.

A child may be asked to work a few of these pages to provide supplementary learning experiences at any time that suits the teacher's judgment and convenience. For example:

- While you are conducting Starter Sessions with small groups, you can use some of the early Activities Pages (which require a minimum of reading or writing) to occupy the remaining class members in beneficial skills-oriented activity.
- When a child has finished his Laboratory work ahead of the others, he can profitably spend the time that remains in the Laboratory period by working one or two of these pages.
- When a child has mastered the skills in one color level, you may choose to vary his Laboratory work somewhat by having him do a page or two of these activities before proceeding to the Power Builders of the next color level.
- At any other time when a child seems to need a change of pace, the Activities Pages can provide a worthwhile and constructive means of introducing a temporary change into his routine, thus individualizing his program further.

EVALUATING PROGRESS

Holding Individual Progress Conferences

About once a week you will hold a counseling session with each child. Characteristically you will ask the child how he is getting along in his Laboratory work and how he is enjoying it, and you will examine his Progress Chart. If you have some question about how accurately his chart reflects his true abilities, you may ask him to read to you from one of the Power Builders in his level so that you can assess his performance more directly.

You will want to consider at this session whether the child is ready to advance to a new color level. It is recommended that this decision be approached in the spirit of *helping the child decide,* or *deciding together with him,* whether he should continue for a while in his present color level or advance. This cooperative approach is in keeping with the Laboratory system's aim of encouraging each child to feel responsibility for his own progress.

A useful tool to assist you in these conferences is the Diagnostic Conference Record, which forms the center spread (following page 42) of each child's Student Record Book. This form can be left in the Student Record Book or removed at the first conference, according to your convenience. (To remove, grasp both pages and pull gently so as not to loosen the staples.) The child can write his name and other information at the top of the form while you are examining his Progress Chart. Then, by making a few simple marks on the form each time you confer with the child, you can see at a glance not only which Power Builders he has worked, but also *the specific phonic, word-attack, and word-analysis skills* he has practiced in those Power Builders and the frequency of exposure to each skill. The form can thus serve as a diagnostic and prescriptive aid when the child is having difficulties. Its usefulness in this regard is discussed in more detail below, under "Prescribing for Deficiencies" (pages 26–28). The form will also prove an invaluable reference in conferences with parents, supervisors, and administrators as you discuss a child's reading progress.

Between conferences you can retain the Diagnostic Conference Record yourself, if you choose, or you can ask the child to keep track of it—depending on the amount of responsibility you want to give the child.

In reviewing a child's scores and Progress Charts with him, keep in mind that there are three main competencies developed by every Power Builder—three main areas of performance that you want to check:

- *Comprehension.* Comprehension is reflected in the score for "How Well Did You Read?" A child who has trouble with this section should be reminded that he can always look back at the story, even while answering the questions. Later, if the child finds a wrong answer in scoring his work, he should again look back, locate the passage that provides the answer, and try to determine why he erred.

- *Vocabulary.* Awareness of word meanings and usage (including awareness that the same word can have more than one meaning) is developed in the A and B sections of "Learn about Words," using words drawn from the reading selection itself.
- *Word structure.* Linguistic and phonic analysis skills are treated in the C, D, and E sections of "Learn about Words." These skills are cycled through each level of Power Builders so that every skill is repeated four times in the course of the twelve Power Builders, ensuring that a child who works any three adjacent Power Builders will encounter each skills area at least once. These are the skills that are listed on the Skills Charts, pages 103 to 108, and on the Diagnostic Conference Record.

Advancing to the Next Color Level

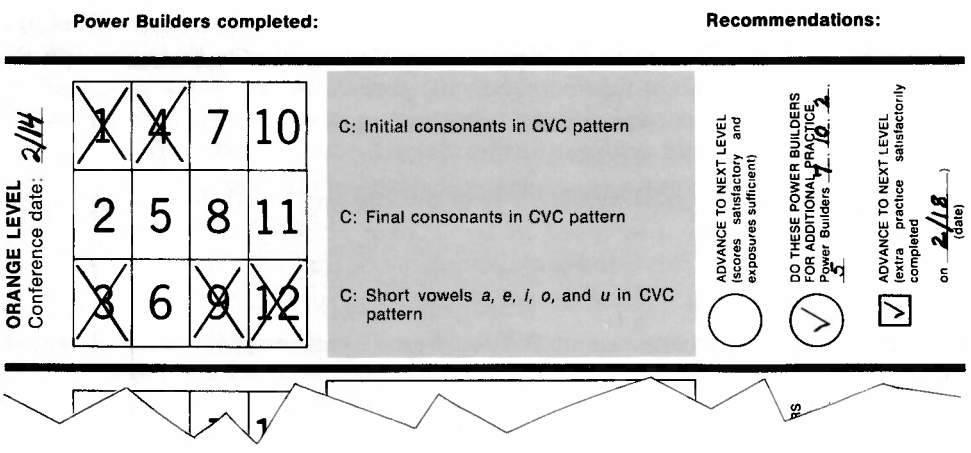
Generally speaking, a child will be ready to move on to the next color level when his scores on both the "How Well Did You Read?" and the "Learn about Words" sections of the Power Builders have stabilized in the 80 to 100 percent range (though he may have an occasional regression). Some children, working at certain levels, may need to complete only four or five Power Builders in order to attain this degree of mastery. Other children (or the same ones, when working at other levels) may require more exposures than this.

Naturally there is no inflexible formula, as has been said, since much depends on individual differences and your personal knowledge of the child, his performance at other reading tasks, his work habits, his human needs, and the motivational encouragements that he may require. Among other things, you will want to consider whether his scores are accurately calculated and truly reflect his capabilities.

Prescribing for Deficiencies

Suppose that a child has *not* met the criteria mentioned above for advancing to a new color level. How can you easily diagnose his problem and help him master the skills that will qualify him to move up? This is where the Diagnostic Conference Record or the "Learn about Words" Skills Charts will be of most help.

Suppose that the child has been working at the Orange Level and his Progress Chart shows that by random selection he has read Orange Power Builders 12, 3, 1, 4, and 9. Seeing this, you place an X in boxes 12, 3, 1, 4, and 9 of the Orange section of the Diagnostic Conference Record. Now you can see at a glance that in addition to the comprehension and vocabulary work provided in *every* Power Builder, the child has had two exposures to exercises on initial consonants and three exposures to exercises on short vowels. You can also see at a glance which other Power Builders in this level will provide additional practice in these skills if needed.


Power Builders completed:
Recommendations:
ORANGE LEVEL
Conference date: 2/14
1 4 7 10
2 5 8 11
3 6 9 12
C: Initial consonants in CVC pattern
C: Final consonants in CVC pattern
C: Short vowels a, e, i, o, and u in CVC pattern
ADVANCE TO NEXT LEVEL (scores satisfactory and exposures sufficient)
DO THESE POWER BUILDERS FOR ADDITIONAL PRACTICE Power Builders 4, 10, 2, 5
ADVANCE TO NEXT LEVEL (extra practice satisfactorily completed on 2/18 (date))

From the child's Progress Chart, you know that his "How Well Did You Read?" scores were quite satisfactory but that he has done poorly in "Learn about Words" for Power Builders 1 and 4. Clearly, then, it is initial-consonant exercises that are giving him trouble. In that case you should reteach the material and make sure he understands how to work those exercises by going over one of them with him. Then ask him to get Orange Power Builders 7 and 10 from the Laboratory box (since those contain initial-consonant exercises also). Ask him to find the C section of "Learn about Words" and work from there to the end of the Power Builder. (He may also read the story and do the "How Well Did You Read?" section if he chooses.)

In this hypothetical instance, you will note, the child's random selection of Power Builders happened to result in his missing all those with exercises on final double consonants. (This would not typically happen, but it is always possible.) Again the usefulness of the Diagnostic Conference Record can be seen, as it makes this omission immediately evident.

If you feel that the child really should not leave the level without encountering all the skills that are cycled through it (and you are the best judge of this, with your personal knowledge of the child and his abilities), then you can ask him to work appropriate exercise portions in one or more of Orange Power Builders 2, 5, 8, and 11 as well, so as to have some exposure to the final-consonant exercises.

In a case such as we have described here, you would check the second circle on the right-hand side of the Diagnostic Conference Record to show that you recommend additional practice in selected Power Builders from the Orange Level, and you would fill in the numbers of those Power Builders. Then, when the child returned to you after doing this work (assuming there were no new problems), you would check the small square to show that he had done the additional work (also enter the date), and you would recommend that he move on to the Gold Level.

Of course if the child had come to you with comfortably high scores on all his Power Builders to begin with, and if you were content that he had encountered each skill area a sufficient number of times, you would have checked the first box on the right-hand side ("Scores satisfactory and exposures sufficient") and sent him on to Gold without further delay.

Note that the skills covered by each Power Builder and listed on the Diagnostic Conference Record are also listed in the "Learn about Words" Skills Charts on pages 103 to 108 of this handbook, and these charts can be used for the same purpose in diagnosing difficulties and prescribing for them.

The conferences between student and teacher are extremely important, as you can see. Any child can learn to check and score his own work and chart his own progress in the READING LABORATORY system; but only a skilled teacher can sensitively interpret the full meaning of the child's scores and charts. If the child's scores are low, what is the reason? Perhaps the scores indicate that a particular skill is especially difficult for him—or perhaps he has merely misunderstood the directions for that exercise format. Perhaps he has a real problem with vowel sounds—or perhaps he just worked fast and carelessly this week. These are matters that scores in themselves cannot reveal, and a skilled teacher's human insight and interpretive ability is therefore indispensable in ensuring that the Laboratory operates as a finely tuned system.

If you are concerned about the possibility that children may artificially pad their scores in order to advance through the color levels faster, see "What about Competition and Cheating?" on page 95 of the Reference and Resource Section, which follows the Listening Skill Builders.

THE SIXTEEN LISTENING SKILL BUILDER SELECTIONS

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THE SIXTEEN LISTENING SKILL BUILDER SELECTIONS

General Considerations

The recommended procedure for the Listening Skill Builders (with the sole exception of number 1) is to conduct two separate readings for each selection, on two separate days. After the first reading the children complete the "How Well Did You Listen?" exercise. The second reading is followed by the "Did You Follow the Time Order?" exercise. Both of these exercises conclude with the children scoring their work, posting their Listening Progress Charts, and discussing the story and exercise as a group.

Listening Skill Builder 1 does not require any scoring or charting. This first Listening Skill Builder merely introduces the program in an entertaining way and points out that good listening is important and desirable and that our ability to listen well is something we can consciously work at and improve. For all remaining Listening Skill Builders, the children will score and chart their responses.

The pages that follow contain not only the selections themselves, but also all the necessary directions for their presentation, for asking questions about them, and for instructing the children in scoring and charting procedures.

Listening Skill Builder 1
Alex and the Missing Coins

(Listening for facts)

(Have the children turn to the attention picture on page 3 of My Own Book. *When they have found the right page, read the following introduction to them.)*

Have you ever stopped to think about listening? That's right—just plain listening with your ears. It's one of the most interesting and valuable things we do. Think of all the pleasure and knowledge we gain by listening. *(Pause and discuss with the children how they are entertained by things they hear and how they learn by listening.)*

Since hearing is something that our ears seem to do without any effort on our part, we sometimes tend to be lazy about listening. We may listen without having our minds really "tuned in." That is, we don't pay close attention to what others are saying or to the noises around us. That kind of lazy listening can get us into trouble. We may miss hearing something important.

In the coming weeks we're going to practice listening well. We're going to listen for many different things in a series of stories. That way we'll train ourselves to stay alert, and we'll be much better listeners.

Today you're going to hear about a boy named Alex who solves a robbery. He solves it by being alert and paying close attention to things. You can solve the mystery, too, if you pay close attention to the story. Listen carefully to the things that happen and keep your ears open for important facts.

This story is titled "Alex and the Missing Coins." Listen to it very well, so that you can solve the case from the facts you hear. *(Read the story or play the tape.)*

Alex and the Missing Coins
by Ana Lucinda Paterson

Alex was up that morning almost before the sun was. He threw on some old play-clothes and raced out of the house leaving the rest of his family still sound asleep.

"Porters' first," said Alex. "Then three other lawns to clean up. At seventy-five cents a lawn I should have enough money to buy Mike's birthday present."

Mike was Alex's best friend, and tomorrow was his twelfth birthday. Alex knew that Mike wanted a special model airplane from the craft shop. Mike had been talking about it for almost a month now.

"Boy, I've got lots to do today," Alex told himself as he turned into the Porters' drive. But there in front of the house was a police car! What could be the matter, Alex wondered. The Porters are such a nice old couple. They couldn't have done anything wrong. Maybe I shouldn't bother them today. But then he remembered the model airplane.

Alex went around to the back door and knocked. Mrs. Porter came hurrying out.

"It's only Alex, come to weed the garden," Mrs. Porter called back to some people in the living room. "Oh Alex, something awful has happened. Early this morning, someone broke into our house and stole Mr. Porter's collection of rare American coins. The police are here now. Oh, I can't imagine who would do such a thing. Poor Mr. Porter is heart-broken. He's collected those coins all his life."

Alex felt very sorry for Mr. Porter. "Gosh," he said, "don't worry too much. The police will find the thief." Then not knowing what else to say, he stammered, "Uh, um, do you still want me to weed the garden?"

"Of course, dear," Mrs. Porter murmured as though her thoughts were a thousand miles away. "Come back to the house when you've finished and I'll pay you."

As he worked in the yard, Alex thought about the robbery. If only there were some

way I could help, he thought. Old Mr. Porter loves that coin collection. He's always telling everyone about it.

As Alex weeded the flower beds and sprinkled the lawn, he thought and thought of a way to solve the mystery. But when he'd finished his work, he still had no solutions. He went back to the house and Mrs. Porter paid him three shiny quarters.

Then Alex went next door to the Stone house where he trimmed hedges and mowed the lawn. All the time he thought about the robbery and wondered who could have done it. When the lawn was tidy, Mr. Stone paid Alex with two quarters, two dimes, a nickel, and a slice of freshly baked lemon cake.

Across the street at the Pavlics', Alex took care to see that the yard looked especially nice. The Pavlics were returning in a few days from a long trip. Alex wanted a beautiful yard to be his welcome-home to them. When he'd finished clipping and cutting, he swept the front walk and went to collect his pay. The man who'd been hired to care for the house while they were gone dug in his pockets and gave Alex two quarters, a couple of dimes, and five pennies.

Just one more lawn and I'll have the money I need for Mike's airplane, thought Alex. He cut across the Pavlics' yard to the last house on his list.

Alex didn't know these people very well. Their name was Marshall and they'd only lived in the house a few months. When they'd first moved in, they'd seen him working in the Porters' yard and had asked him to do their lawn, too. Since then, Alex had come once a week to mow the grass. Today was no different from any other day except that Alex was a little impatient to be finished. But at last he was through and collected five dimes and a quarter from Mr. Marshall.

Alex ran off to the craft shop where he laid all his coins on the counter and added up his money. He counted eight quarters, nine dimes, one nickel, three ordinary pennies, and two strange pennies with Indian heads on them. Looking at the coins, Alex realized that he had five cents more than he needed for the model airplane. And he had something else, too! Now Alex knew who had stolen the coin collection!

(Discuss the solution to the story "Alex and the Missing Coins," using the information given in the following paragraphs.)

Now think for a minute. If you were listening carefully, you know who stole the coins too. How do you know? *(Pause and allow discussion of the children's ideas. If they hesitate or get too far off the track, guide the discussion in the right direction.)*

Do you know? Only one person gave Alex pennies as part of his payment—the man who was hired to take care of the Pavlics' house. Those strange pennies were part of the collection that he stole from Mr. Porter. He must not have realized that he was giving them to Alex, because they were very valuable coins, and a dead giveaway.

So the story has a happy ending. Alex went to the police with the coins and told where he got them. The police went straight to the Pavlic house, where the man confessed that he was the thief. Mike got his model airplane. Mr. Porter got his collection back. And Alex was given one of the Indian-head pennies as a reward.

Now that you've solved this mystery by putting your ears to work, you see how much can be learned by just listening well. And we're going to develop good listening habits so that we can always make the best use of our ears.

Next time we'll start work in "My Own Book for Listening" *(show a copy)*. This book is full of games and activities that will help us build our listening skills.

Listening Skill Builder 2
The Prince Who Loved Silence

(Imaginative self-involvement through sensory detail)

Introduction *(for first reading)*

(Have the children turn to the attention picture on page 5 of My Own Book. *When they have found the right page, read the following introduction to them.)*

Today's story is about listening—the very thing we're learning to do better. The story tells of a young prince who *hated* listening so much that he left home in search of perfect silence.

When the prince finally finds Silence hidden in a thicket of densely growing trees and bushes, he decides to stay with her forever, so that he'll never have to listen to anything again. But that's not how the story ends.

Now while *you're* listening to this story, pay close attention to what you're told about the forest and the way it looks. Also listen carefully to what you're told about the sounds in the story. In your imagination, try to see and hear everything just as though *you* were in the enchanted forest with the prince. Now let's hear "The Prince Who Loved Silence." *(Read the story or play the tape.)*

The Prince Who Loved Silence
by M. A. Easley

A while ago, in a country that no longer exists, lived a very nice king and queen who had a very peculiar son. This son absolutely hated noise. I don't mean just *loud* noises like the roaring of neighborhood dragons, or the grating of the drawbridge, or even the fierce whistling wind. I mean nice everyday noises, too, like the sweet music of a harp or the low rumble of his father's court meetings. This young man just plain hated sounds of any kind. As a result, he himself was a very silent person. He hardly ever spoke, and when someone talked to him, he didn't even listen. Naturally this didn't make him a court favorite, even if he *was* the prince.

One day this strange and annoying fellow announced that he was leaving his father's castle in search of peace and quiet. His parents, who loved him despite his unusual behavior, were sad. Everyone else, let me assure you, was thrilled.

On the day of the prince's departure, everyone gathered in the courtyard to see him off. As the story goes, he left without even saying goodbye, though he may have waved. Who knows?

Finally alone, the prince rode away enjoying his lovely newfound silence. But it didn't last long! Slowly he began to notice noises all around him—singing birds, sighing breezes, chattering squirrels, rippling brooks. These sounds built to a deafening roar in his ears. (Are you beginning to understand how *very* strange he was about noise?) The prince was just thinking that perhaps his quest for quiet was hopeless, when he arrived at a thick, overgrown forest. It was so vine-tangled and leafy that one couldn't enter it on horseback. The prince dismounted and let his horse run free.

Upon entering the forest, the prince walked into a sort of green twilight place. All around him rose straight brown tree trunks. Over his head a lacy green roof of leaves blocked out most of the sky. The little light that passed through the leaves was pale and dim. Everywhere he looked, the prince saw lovely, growing things. The grass grew tall and soft, waving gently in a slight breeze. Green vines hung from the trees in long velvety ropes. Here and there bright-colored flowers peeked out from a bush or shrub as though too shy to show themselves completely. And then there was that strange, unearthly light over all. It was a weird sort of place, this forest. The prince felt enchanted—as though he were at the bottom of a cool green lake where everything was quiet and peaceful.

But you know our prince; his happiness didn't last long! As he became accustomed to the beauty of the woods, sounds began to bother him again. What at first had been a soothing breeze now sounded like low, unhappy moaning. The birds' chirping and peeping reminded him of children fighting over toys or sweets. Nearby a little stream bubbled and chattered like a group of gossipy old women. Where, oh where, will I find Silence? thought the prince, and he pressed deeper into the strange forest.

At last he found himself in what must have been the center of the woods. Here all the trees and plants crowded together as though protecting a great secret. And here it was truly silent. The prince heard not a sound—not a whisper of wind, nor a trickle of water, nor an animal noise. I must be very close, he thought, *very* close. And with that he pushed aside a large bush to discover—Silence!

The prince recognized her at once, for never in his life had he seen a more restful sight. Silence was sitting on the ground holding a baby deer in her lap. She gazed up at him with eyes the color of violets. Gentle, trusting eyes as fresh and clear as a spring morning. Her hair was caught up in a cap of fresh flowers and her dress was woven of rainbows sparkled with dew. Silence gazed into the prince's eyes and never said a word.

At last the prince let the bush fall back into place and walked off. Now I am happy, he thought. Now I've found peace. This is where I'll stay. Here, where I can always be near Silence.

And so the prince settled in Silence's secret thicket. It was deathly still in that place. There wasn't a sound except for the prince's footfalls and his whispered greetings to Silence whom he visited every day. But she never returned his words.

After a while, however, the prince grew restless. He began to wonder what thoughts passed behind Silence's violet eyes. What does she think about all day . . . every day . . . day after day? I must know!

The prince's curiosity kept him from eating and sleeping, and he grew weak. Now when he went to see Silence, he whispered, "Tell me what you are thinking. I can no longer eat or sleep, but spend all my time wondering about your thoughts." Silence only gazed at him.

As days passed, the prince grew weaker and sicker from lack of food and sleep. Still he would drag himself to Silence each day. At last the prince knew he was going to die. He went to Silence and said, "You are the dearest thing in my life. All these years I've longed for you. But now that I've found you, I'm so unhappy I can't eat or sleep. I'm going to die. Before I do, please, please, tell me what you think about all day long."

Sad tears slipped down the prince's cheeks as he spoke, and Silence was moved to speak. She beckoned to the prince to bend down and whispered ever so softly in his ear. Upon hearing her gentle words, the prince's face brightened like the sun after a summer rain. His eyes shone with happiness. He lifted his voice in a wonderful shout, "So now I've learned what Silence is about!" And somehow, quite by magic, his strength returned.

Without even a backward glance at his beloved, the prince ran from the still thicket through the forest to the place where he'd entered the enchanted woods. His horse had been waiting there the whole time, wondering what had become of its master. The prince sprang to its back and galloped toward home.

As it happened, the king was looking out of his highest tower that day wondering what would become of his lonely, lonesome son, when he saw the boy speeding toward the castle. Even from a distance, the king could tell that his son had changed. And he had! From that day on, the prince was a

happy, wise young man. He later became a kind king who always listened to his people and was therefore well loved.

But what did Silence whisper that day? I can't imagine, can you? It must have been something wonderful to change the prince's life so.

Let's make a bargain, then. If ever I should find out, I'll surely tell you. And if you ever find out, you *will* tell me, won't you?

"How Well Did You Listen?" questions *(for first reading)*

Now turn to page 6. Do you see the words "How Well Did You Listen?" at the top of the page? I am going to read you something about the story. First I'll read you the beginning of a sentence. Then I'll read three different ways to finish the sentence. One of the three endings will tell what the story really said. I want you to choose the ending that tells what the story really said and draw a line under it. Let's see if we all understand. At the top of your page there's a box with a star in it. Put your finger on the star. Now the beginning of the sentence isn't on your page, so listen very carefully as I read it.

★ The prince left his father's castle to find
- **a** love and happiness
- **b** peace and quiet
- **c** new neighbors and friends

Which ending makes the sentence right—**a**, **b**, or **c**? Ending **b** is right. The sentence should read, "The prince left his father's castle to find peace and quiet." You should have drawn a line under **b**, "peace and quiet." Do you see how it works? *(Make sure all the children understand the directions and are able to comply before you proceed.)*

Now put your finger on the number 1. Listen carefully as I read.

1 The prince rode until he came to
- **a** a black, burned-out forest
- **b** a steaming green jungle
- **c** a leafy, vine-tangled forest

Decide which ending tells what the story really said. Draw a line under that ending. Now put your finger on the number 2.

2 Everywhere the prince looked, he saw
- **a** animal eyes peeking from behind bushes
- **b** woodland elves
- **c** healthy growing things

Draw a line under the right ending. Now put your finger on the number 3.

3 The prince felt as though he were
- **a** in a cool, dim cave
- **b** at the bottom of a quiet green lake
- **c** near the wild, windblown sea

Draw a line under the right ending. Now put your finger on the number 4.

4 But soon the gentle breeze began to sound like
- **a** strange, happy singing
- **b** shrill whistling
- **c** low, unhappy moaning

Draw a line under the right ending. Now put your finger on the number 5.

5 The prince thought that the chirping birds sounded like
- **a** children fighting
- **b** ladies laughing
- **c** mice squeaking

Draw a line under the right ending. Now put your finger on the number 6.

6 The prince found Silence
- **a** behind a huge black rock
- **b** in the thickest, quietest part of the forest
- **c** in a small sunlit clearing

Draw a line under the right ending. Now put your finger on the number 7.

7 Silence's robe was made of
   a yellow sunbeams
   b rainbows and dewdrops
   c soft white feathers

   Draw a line under the right ending. Now put your finger on the number 8.

8 The only sounds in Silence's thicket were
   a the prince's footfalls
   b the prince's whispered words
   c Both *a* and *b*

   Draw a line under the right ending. Now put your finger on the number 9.

9 The prince became sick because he
   a couldn't make Silence his wife
   b didn't know what Silence was thinking
   c was lonesome for his home

   Draw a line under the right ending. Now put your finger on the number 10.

10 When the prince heard Silence's words, his face grew
   a as black and threatening as a storm cloud
   b as red as the setting sun
   c as bright as the sun after a summer shower

   Draw a line under the right ending.

(Self-scoring: *Read the correct answer for each question. The children should learn to score their own work as you do this. If their answer is right, they make no mark on their paper. If it is wrong, they draw a circle around it. Show them how to do this by demonstrating on the board. They will probably want to discuss the questions they missed. Discussing why certain questions were missed should be helpful to both you and the children.*

(Charting progress: *Help the children count their number right and see that they write it in the proper place. Then have them turn to "My Listening Progress Chart" on page 2 of* My Own Book. *One vertical column is used for each Listening Skill Builder. In the appropriate column, each child should find his "number right" and draw a pencil line through that number. Then he should fill in the column up to this line. He may use a crayon of a favorite color or a regular classroom pencil.)*

"Did You Follow the Time Order?" questions *(for second reading)*

Introduction *(for second reading)*

*(Make sure each child has his Student Record Book—*My Own Book*—at hand. The children should not open their books until the end of the story.)*

Do you remember the story you heard about the prince who left home in search of perfect silence? Can you tell me something you remember about the story? *(Let several children tell what they remember.)* Now listen to the story again. This time I want you to pay close attention to the order in which things happened in the story. Listen carefully to find out what happened first in the story. Then continue to listen carefully to learn what happened next, and so on. Try to remember the order in which things took place in the story. *(Read the story or play the tape.)*

Now open your book to page 7. Do you see the sentences under the words "Did You Follow the Time Order?"? Each sentence tells about something that happened in the story, but the sentences are not in the right order. Listen as I read all the sentences, and think about the order in which these things happened in the story.

[4] The prince grew sick and weak.

[1] The prince let his horse run free.

[3] The prince found Silence.

[5] The prince became a happy, wise young man.

[2] The prince explored the strange forest.

Now let's put the sentences in the right order. I want you to write a number in each of the boxes to show the order in which things happened. Find the sentence that tells what happened first and put the number 1 in the box in front of that sentence. Then find the sentence that tells what happened next and put the number 2 in the box in front of that sentence. Find the right number for every sentence. Now finish the exercise.

(Self-scoring: *Read the correct number for each box. Have the children score their own work as you read. If the answer is correct, they do not mark it. If it is wrong, they draw a circle around it. Allow them to discuss the answers they missed.*

(Charting progress: *Help the children count their number right, and see that they record it in the correct column on page 2, using the same method as for "How Well Did You Listen?")*

Listening Skill Builder 3
Who Was Tricked?

(Listening for details)

Introduction *(for first reading)*

(Have the children turn to the attention picture on page 9 of My Own Book. *When they have found the right page, read the following introduction to them. You may want to have a map of northern Europe handy so that the children can place Finland geographically.)*

Have you ever been tricked into selling something for much less than it's worth? Well, this is what happened to a boy named Pekka who lived in Finland. Finland is a country in the northern part of Europe. Pekka set out one day to sell a cow, but he didn't have an easy time of it, as you will see. Listen carefully to learn what happens to Pekka and to his cow. Pay close attention to learn why Pekka decides to play a trick on two men. I think you will enjoy hearing "Who Was Tricked?" *(Read the story or play the tape.)*

Who Was Tricked?

(a folktale from Finland)

by James Cloyd Bowman and Margery Bianco

Everyone knows the story of Jack and how he traded his mother's cow for a handful of beans. His adventures took him out of this world and into a land of giants.

Another country boy, Pekka, set out to sell his father's cow. He met no wizard with magic beans. It was his luck to be stopped by two rascals bent on tricking a boy into a bad trade. Having no magic to help him, Pekka had to depend upon his own wits. That he was quite able to do so, you'll find out as you hear his story.

Pekka and his father lived in a little hut in the country. They had a small piece of land and a couple of cows. With this they managed well enough when the seasons were good.

But there came a year when the crops failed, and they couldn't cut enough hay from their one meadow to feed both their cows through the winter.

The old man said, "Here we have two cows and not enough to feed them. We had better sell one cow, and then we can buy hay to feed the other one."

So early one morning Pekka set off to market with the oldest cow, Kyllikki.

Pekka had never been to town before, and as he neared the marketplace, he walked slowly, staring at everything around him.

Two young rascals, or "dog's teeth" as they say in Finland, saw Pekka coming along and thought they'd play a trick on him.

They shouted, "Hello, hayseed! Where are you going with that goat?"

Pekka stared back at them but said nothing. He knew they were making fun of him because his cow was so lean and thin.

The two rascals slipped around the corner, changed their hats, and thrust their hands in their pockets. They called to Pekka again, "Hey, hayseed, how much will you take for that goat?"

Pekka stared again, but he did not recognize the men. He thought to himself, "This is our Kyllikki all right. But why does everyone in town speak of her as a goat?"

Soon he saw the two rascals again, and this time they called, "Hark, my lad! Is that goat for sale?"

By this time Pekka was so mixed up in his mind that he hardly knew what to answer. He stammered, "This isn't a goat. It's our old cow Kyllikki."

"Nonsense," said the two strangers, "you must be crazy. Of course it's a goat, and a pretty poor goat at that."

At last poor Pekka was so confused that he let them have Kyllikki for the price of a goat.

But as he watched the two drive the old cow on toward the market, he began to come to his senses. He knew he'd been cheated. He said to himself, "I'll follow those two and see what they do with Kyllikki."

Pekka stood among the crowd in the marketplace and watched the two rascals sell his cow for a good price. It made him so angry that he was determined to get his money back.

So he went to the nearest inn, gave the innkeeper some coins, and said, "I'm going to fetch my two friends to have dinner here. When we are ready to leave, I shall twirl my cap on my finger and ask you, 'Is everything paid for?' And you must answer, 'Yes.'"

The innkeeper said, "Certainly I'll say yes. Here's the money right in my hand."

Pekka went to two other inns and made the same bargain at each. Then he hurried off in search of the men who had cheated him.

When he found the two, he said, "You gave me a good price for my goat, and now I want to stand treat. Come along and have dinner with me."

The rascals were surprised. But they thought that Pekka must be even stupider than they had supposed, and so long as he had some money, there might be a chance to get it away from him. So they slapped him on the back and went off with him, arm in arm.

The three ate and drank and made merry. When they were ready to leave, Pekka stood up, twirled his cap on his finger, and shouted to the innkeeper, "Is everything paid for?"

"Certainly, sir," said the innkeeper and bowed politely.

The two rascals looked at one another. They decided to keep close to Pekka and see what would happen next.

After strolling about for a while, Pekka said, "Let's go into this inn here and see what their wine is like."

They followed him in cheerfully, and when they had emptied their glasses, Pekka stood up again and twirled his cap.

"Is everything paid for?" he called to the innkeeper.

"Yes, sir! Glad to see you again, sir."

This time the two rascals could not control their curiosity any longer. They asked, "Why don't you pay for what you eat and drink, the same as other people do?"

Pekka drawled in his country voice, "You see, it's like this. It's because of my cap. It doesn't look like much, but it's a magic cap. Years ago a wizard gave it to my father in payment for a service. All I need do is to twirl the cap on my finger and ask, 'Is everything paid for?' And the answer is always 'Yes!'"

"What will you take for that cap?" asked the rascals, very excited.

"Take for it? I wouldn't dream of selling it," said Pekka. "I earn my living by it, as you can see."

"But we'll give you a good price."

"I'd rather keep the cap."

By this time the three had come to another inn, and Pekka said, "Come on, and we'll have another bottle of wine in here. You'll see that it always works."

They entered the third inn, and everything happened as before. They drank their bottle, Pekka twirled his cap, and the innkeeper bowed and smiled.

When they were in the street again, the rascals were determined to get that cap, pay what they might.

"We'll give you all our money," they promised.

Pekka scratched his head. "How about the watch you've got?" he asked.

"You can have the watch, too."

"But then I'd have no cap to wear."

"Take either of our hats, whichever you like," the men offered.

Pekka chose the best hat, tried it on, and finally agreed to the bargain. Then he took the money and the watch and lost no time in getting out of town. After which he made for home as fast as he could.

Meanwhile the two rascals went to the best inn in the town and ordered an expensive dinner with plenty of wine. When they finished, they twirled the shabby old cap directly in front of the innkeeper's eyes and asked, "Is everything paid for?"

"Of course it isn't!" cried the innkeeper.

"What do you mean?" cried the rascals. They twirled the cap again and shouted, "Is everything paid for?"

"Are you crazy?" cried the innkeeper, out of all patience. "Or do you think you can make a fool of me? I'll show you!"

And he jumped upon the two and beat them unmercifully.

When Pekka reached home, he rushed breathless into the hut and laid down the watch, the money, and his fine new hat on the table.

"What do you think of that?" he asked his father.

"But you never got all that for our old Kyllikki?"

Pekka grinned. "No," he said. "You see, I sold my cap as well!"

"How Well Did You Listen?" questions *(for first reading)*

Now turn to page 10. Let's see if we remember how to answer the "How Well Did You Listen?" questions. First I'll read you the beginning of a sentence. Then I'll read three different ways to finish the sentence. One of the three endings will tell what the story really said. I want you to choose the ending that tells what the story really said and draw a line under it. Let's do a practice question first. At the top of your page there's a box with a star in it. Put your finger on the star. Now the beginning of the sentence isn't on your page, so listen very carefully as I read it.

★ Pekka lived in
a the country
b the city
c a small town

Which ending makes the sentence right—**a**, **b**, or **c**? Ending **a** is right. The sentence should read, "Pekka lived in the country." You should have drawn a line under **a**, "the country." Do you see how it works? *(Make sure all the children understand the directions and are able to comply before you proceed.)*

Now put your finger on the number 1. Listen carefully as I read.

1 Pekka and his father had to sell one cow because
   a the crops failed that year
   b they couldn't feed two cows
   c Both *a* and *b*

   Decide which ending tells what the story really said. Draw a line under that ending. Now put your finger on the number 2. Listen carefully as I read.

2 When Pekka came to town, he ran into
   a his father's best friend
   b two young rascals
   c a very pretty girl

   Draw a line under the right ending. Now put your finger on the number 3. *(After reading each sentence, tell the children to draw a line under the correct ending. Then make sure each child puts his finger on the succeeding number.)*

3 Pekka sold Kyllikki for
   a the price of a goat
   b a pair of new shoes
   c a hat and a watch

4 Pekka followed the two men because
   a he wanted Kyllikki back
   b he knew he'd been cheated
   c he didn't want to go home right away

5 Pekka decided to get his money back because
   a he was sorry he had sold Kyllikki
   b a man told him he had been cheated
   c the men sold Kyllikki for a good price

6 When Pekka found the two men, he said,
   a "Come along and have dinner with me."
   b "Let's go to my house to eat."
   c "What will you take for that cap?"

7 The rascals stayed close to Pekka because
   a they wanted to see what would happen next
   b they thought he was a nice companion
   c they wanted to know where he lived

8 In the inns, Pekka stood up, twirled his cap, and said,
   a "I'll see you again later."
   b "Thank you for the fine meal."
   c "Is everything paid for?"

9 Pekka told the rascals that he had
   a a magic cap
   b a magic spell
   c an enchanted cloak

10 The two men gave Pekka
   a all their money and a watch
   b the hat Pekka liked best
   c Both *a* and *b*

(Self-scoring and charting progress: *Read the correct answers and let the children score their own work, circling any incorrect answers. Discuss the story and questions with the children and help them chart their progress in their Student Record Books.)*

"Did You Follow the Time Order?" questions *(for second reading)*

Introduction *(for second reading)*

*(Make sure each child has his Student Record Book—*My Own Book*—at hand. The children should not open their books until the end of the story.)*

Do you remember the story you heard about Pekka and the two rascals who bought his cow? Can you tell me something you remember about the story? *(Let several children tell*

what they remember.) Do you remember how we listened to our last story to notice the order in which things happened? Well, I want you to do this again. Pay close attention to the order in which things happened in the story. Listen carefully to find out what happened first in the story. Then continue to listen carefully to learn what happened next, and so on. Try to remember the order in which things took place in the story. *(Read the story or play the tape.)*

Now open your book to page 11. Do you see the sentences under the words "Did You Follow the Time Order?"? Each sentence tells about something that happened in the story, but the sentences are not in the right order. Listen as I read all the sentences.

[2] Two men decided to play a trick on Pekka.

[3] Pekka gave money to the innkeepers.

[1] Pekka went to town to sell the cow.

[4] Two men went to the inn with Pekka.

[5] Pekka sold his cap.

Now let's put the sentences in the right order. I want you to write a number in each of the boxes to show the order in which things happened. Find the sentence that tells what happened first and put the number 1 in the box in front of that sentence. Then find the sentence that tells what happened next and put the number 2 in the box in front of the sentence. Find the right number for every sentence. Now finish the exercise.

(Self-scoring and charting progress: *Read the correct answers and let the children score their own work, circling any incorrect answers. Discuss the story and questions with the children and help them chart their progress in their Student Record Books.)*

Listening Skill Builder 4
The Gazelle

(Listening for details)

Introduction *(for first reading)*

(Have the children turn to the attention picture on page 13 of My Own Book. *When they have found the right page, read the following introduction to them.)*

Did you ever find a baby animal or a baby bird that you wanted to keep as a pet? If you did, you may remember how much you wanted to keep it, and how afraid it was. Today's story is about an Arab boy named Ali who found a baby gazelle. A gazelle is a kind of antelope that lives in Africa and Asia. In Arabic, the name *gazelle* means affectionate or loving. The gazelle that Ali found was beautiful, and he loved it very much. But still, Ali was not happy, even though he had always wanted a gazelle more than anything in the world. As you listen to the story, pay close attention to learn how Ali and his friend Limjid find the gazelle, and what Ali decides to do with it. Try to imagine how Ali feels about the gazelle and what he thinks about as he holds it in his arms. See if you can understand why Ali acts as he does at the end of the story, "The Gazelle." *(Read the story or play the tape.)*

The Gazelle
by Mary O'Neill

Ever since he could remember, Ali had dreamed of having a gazelle of his very own. A gentle, beautiful, velvety brown gazelle with great, soft, black eyes, dark-ringed horns, and long, pointed, flaring ears. A gazelle that could run faster than the winds of a sandstorm, but who would not run from Ali.

On Ali's arms and legs there were scars from the many times he had hurt himself

chasing gazelles. And although he now laughed at the smaller children in his village who chased gazelles, Ali still longed to capture one himself.

One morning Ali and his friend Limjid went to the desert. They planned to catch lizards and sell them to a man named Habib. Habib ran a small zoo for tourists who came to the village.

It was late in the afternoon before the boys had each put a snared lizard into a cage they carried. Now they were tired and hungry. They walked along slowly and quietly.

Halfway home, they were stopped by a sound near a clump of thick thornbushes.

"It's a stray lamb," Limjid whispered.

"No, it's not a lamb sound," said Ali.

They heard a twig break; then the little animal noise, almost a cry.

"Let's go, Ali. You can't get through those bushes—they'll tear you to pieces."

"But I have to see what it is, Limjid. If it's a lamb, it's one of my father's."

And suddenly Ali leaped into the thornbushes. He smashed at them with his hands, forcing his way through them. Limjid saw his arms, streaming with blood. Then Ali was lost and screaming in the crashing thorns.

"Ali! Ali!" Limjid cried. "What can I do, Ali?"

Then Ali crashed through the bushes again. His bleeding arms were holding a little gazelle above the thorns. When Ali's face appeared it looked cut to pieces and his clothing was slashed and blood-soaked.

He came out of the bushes grinning, cradling the little gazelle in his arms. He sat in the sand and Limjid squatted beside him, trying to wipe some of the blood from the cuts and scratches.

"Limjid," said Ali, "you don't know how much I've always wanted a live gazelle of my own. More than anything in the world."

On the way home Ali kept smiling and calling the gazelle his little desert wind.

When they came to the edge of their village, Limjid told Ali to rest there, saying he would be back later.

Ali sat against a palm tree, holding the gazelle like a baby in his arms. Now and then he felt the little animal lunge inside as if it wanted to leap away into its world across the sands. Then Ali held it tighter and brushed his face across the soft muzzle, murmuring to it. The gazelle seemed soothed, and its pounding heart quieted to a steady beat. In these moments Ali told it how he would care for it, and what they would do over the years together. There were seconds when the gazelle looked into Ali's face as if he understood. The great brown eyes softened, the leggy little body relaxed. Then, as suddenly, the big eyes would brighten with fear, the leaping inside would begin again, the spindly body would lunge and shudder.

With his eyes wide open, Ali dreamed of the gazelle beside him wherever he went, all of his life.

Night fell, and as the stars came out Limjid returned. He had ointment and cloths, a shirt and trousers for Ali, a jug of goat's milk and some lettuce leaves for the gazelle.

While Limjid held the gazelle, Ali removed his torn and sticking clothes and sopped the soft ointment over his body. Then he put on the fresh shirt and trousers and took the gazelle back into his arms.

As they sat together under the palm tree in the desert darkness, Limjid said, "You can't keep the gazelle, Ali. It can't go to school, and you have to go. It shouldn't be teased and poked at by the children, or stolen. It misses its own, as we would miss our people. It doesn't live as we do, or as sheep or camels or horses or goats."

"I can tame it and train it this summer. And tie it up while I'm at school," said Ali.

"To prove you'd tamed it, you'd have to let it go someday. And it would fly right off into the desert," said Limjid.

"I won't let it go," said Ali.

"Then give it to Habib for his tourist zoo," pleaded Limjid. "Now let's go. We can't stay here all night."

Limjid took the gazelle, since Ali felt weak and stiff. As they walked into their dark village, Limjid put the gazelle back into Ali's arms, took the lizards, and ran home.

Ali decided not to go home. He wanted to be alone with his gazelle. He walked until he found a hollow in the meadow. Then he tied the animal's front legs with a handkerchief and lay down beside it. The gazelle jerked, kicking out with its hind legs, trying to butt with its horns.

Ali looked up into the sky and daydreamed about himself and his gazelle.

Suddenly a figure moved toward Ali in the darkness. It was Limjid's father, the doctor. Ali saw his flashlight move around until it found him.

"I knew you would be here with your gazelle. When I was a young man, I would have wished to be alone with such a prize for a while," the doctor said.

The doctor tied the gazelle, and they left it in the meadow. Then he helped Ali walk to the dispensary where the doctor cared for his patients. The doctor washed and bound Ali's wounds and stuck him with needles to stop any infection. Then he gave Ali something bitter to drink.

After they had talked for a while, Ali thanked the doctor and limped back to the meadow. He gathered the gazelle into his arms again. It struggled against him, and once more Ali murmured softly to it. But the gazelle continued to shake with fear. Ali held it closer. Then his tears came. He wept on the little animal in rage and disappointment. He cried from weariness and cuts that hurt. He cried because of the world's bigness and his smallness in it, because he could not make the gazelle happy to be with him, and because he could make no sense of all the thoughts and feelings swirling in his head. And suddenly he stopped. He was dry inside.

Then, exhausted, he collapsed and slept beside the gazelle. Some time later he awakened to the sound of roosters crowing in his family courtyard. Slowly Ali picked up his gazelle and limped to his house. All of his family were in the courtyard.

Ali called out to them, holding up his gazelle, loosening the ties on the animal's legs.

The whole family came into the meadow, shouting. Neighbors began to gather. Even Habib came, calling, "I'll buy the gazelle, Ali. What a fine zoo we'll have!"

Just then Ali saw Limjid coming toward him. Ali bit his lips. Then he put the gazelle down on the ground. For a moment it wobbled, the small body shaking, the great eyes glittering with fright. Then it stiffened, and Ali could almost feel the lifting of a leap inside it. And suddenly it was off, quick as the wind, across the rippling sand.

"Why did you free it?" cried Habib.

"I don't know," Ali answered.

Then Ali saw his father looking at him in a serious new way.

"Sometimes the wisest act the fool," he said.

Next to him, Ali heard Limjid say, "I knew you'd let it go."

"I wanted to keep the gazelle," said Ali. "I almost kept him."

"I know," said Limjid.

A short time later the two friends went to the desert to find Ali's torn clothes. On the way Limjid kept talking about a trip he and Ali would take to the city of Tunis. But Ali wasn't listening. He was remembering the beating of the wild gazelle's heart against his own, and the leap inside the body held fast in his arms.

The gazelle, Ali knew, had forgotten him already. But he knew that even when he was an old man he would be able to draw the outline of his gazelle with a stick in the sand,

and feel the weight and the shape and the leap of it in his arms.

"How Well Did You Listen?" questions *(for first reading)*

Now turn to page 14. Let's see if we remember how to answer the "How Well Did You Listen?" questions. First I'll read you the beginning of a sentence. Then I'll read three different ways to finish the sentence. One of the three endings will tell what the story really said. I want you to choose the ending that tells what the story really said and draw a line under it. Let's do a practice question first. At the top of your page there's a box with a star in it. Put your finger on the star. Now the beginning of the sentence isn't on your page, so listen very carefully as I read it.

★ Although Ali laughed at the smaller children who chased gazelles, he himself
- **a** was afraid to chase a gazelle
- **b** had helped them chase gazelles
- **c** longed to capture a gazelle

Which ending makes the sentence right—**a**, **b**, or **c**? Ending **c** is right. The sentence should read, "Although Ali laughed at the smaller children who chased gazelles, he himself longed to capture a gazelle." You should have drawn a line under **c**, "longed to capture a gazelle." Do you see how it works? *(Make sure all the children understand the directions and are able to comply before you proceed.)*

Now put your finger on the number 1. Listen carefully as I read.

1 Ali had always dreamed of having a gazelle that would
- **a** play like a little puppy
- **b** not run away from him
- **c** follow him to school

Decide which ending tells what the story really said. Draw a line under that ending. Now put your finger on the number 2. Listen carefully as I read.

2 Ali and Limjid went to the desert one morning to
- **a** catch lizards
- **b** look for a gazelle
- **c** watch the sheep and goats

Draw a line under the right ending. Now put your finger on the number 3. *(After reading each sentence, tell the children to draw a line under the correct ending. Then make sure each child puts his finger on the succeeding number.)*

3 As Ali and Limjid walked home, they were stopped by
- **a** a lion in their path
- **b** a herd of gazelles running past
- **c** a sound from a clump of thornbushes

4 When Ali came out of the bushes with the gazelle,
- **a** his face was flushed and happy
- **b** his face was cut and his clothing slashed
- **c** his legs were scratched and bleeding

5 Ali called the young gazelle his
- **a** little desert wind
- **b** soft brown deer
- **c** swift silent stream

6 While Ali waited for Limjid, the little gazelle
- **a** lunged inside as if it wanted to leap away
- **b** nuzzled its mouth against Ali's face
- **c** went to sleep in Ali's arms

7 Limjid's father looked for Ali in the meadow because he knew that Ali
- **a** would be afraid to go home
- **b** would want to be alone with his prize
- **c** had no place to keep the gazelle

8 Ali cried when the little gazelle struggled against him because
   a he could not make the gazelle happy to be with him
   b he could make no sense of all his thoughts and feelings
   c Both *a* and *b*

9 When Habib asked why Ali had let the gazelle go, Ali answered,
   a "I don't know."
   b "Limjid's father told me to."
   c "I knew it was the wisest thing to do."

10 As Ali and Limjid went to find Ali's torn clothes, Ali was remembering
   a the soft velvety feel of the gazelle's brown fur
   b the beating of the wild gazelle's heart against his own
   c the gazelle's soft black eyes looking at him in fear

(Self-scoring and charting progress: *Read the correct answers and let the children score their own work, circling any incorrect answers. Discuss the story and questions with the children and help them chart their progress in their Student Record Books.)*

"Did You Follow the Time Order?" questions *(for second reading)*

Introduction *(for second reading)*

*(Make sure each child has his Student Record Book—*My Own Book*—at hand. The children should not open their books until the end of the story.)*

Do you remember the story you heard about the boy Ali who found the gazelle? Can you tell me something you remember about the story? *(Let several children tell what they remember.)* Do you remember how we listened to our last story to notice the order in which things happened? Well, I want you to do this again. Pay close attention to the order in which things happened in the story. Listen carefully to find out what happened first in the story. Then continue to listen carefully to learn what happened next, and so on. Try to remember the order in which things took place in the story. *(Read the story or play the tape.)*

Now open your book to page 15. Do you see the sentences under the words "Did You Follow the Time Order?"? Each sentence tells about something that happened in the story, but the sentences are not in the right order. Listen as I read all the sentences.

[4] The gazelle ran off, quick as the wind, across the sand.
[2] Ali came out of the bushes carrying a little gazelle.
[1] Ali and Limjid went to the desert to catch lizards.
[5] Ali remembered the beating of the gazelle's heart against his own heart.
[3] Limjid told Ali he should not keep the gazelle.

Now let's put the sentences in the right order. I want you to write a number in each of the boxes to show the order in which things happened. Find the sentence that tells what happened first and put the number 1 in the box in front of that sentence. Then find the sentence that tells what happened next and put the number 2 in the box in front of that sentence. Find the right number for every sentence. Now finish the exercise.

(Self-scoring and charting progress: *Read the correct answers and let the children score their own work, circling any incorrect answers. Discuss the story and questions with the children and help them chart their progress in their Student Record Books.)*

Listening Skill Builder 5
The Golden Treasure

(Listening for cause and effect)

Introduction *(for first reading)*

(Have the children turn to the attention picture on page 17 of My Own Book. *When they have found the right page, read the following introduction to them.)*

Today's story is called "The Golden Treasure." It's about a woman who wants the most precious thing in the world. If a thing is precious, of course, it's very valuable and important. And that's why the woman wants it—though she doesn't know what it may be. In the beginning of the story this woman is very proud—she's rich and thinks she's more important than anyone else. At the end of the story she is humble—she is sorry and knows she was wrong.

As you listen to the story, I want you to notice what causes the Proud Lady to change, and why the sea captain or skipper acts the way he does. *(Read the story or play the tape.)*

The Golden Treasure
by Maryke Reesink

Long ago, an old legend says, there was a busy seaport in Holland called Stavoren. Ships sailed from it all over the world, bringing great wealth and many treasures to the people who lived there. The richest family had only one child, a little girl. She had dolls and toys of all kinds to play with and pretty clothes to wear, but she was never content and always wanted more.

When she grew up, she owned more ships than anyone else and lived in the grandest mansion in Stavoren. Still, she was not content. Instead she was selfish and unkind. People called her the "Proud Lady."

One night a wild storm blew up, driving the ships at sea into the port for shelter.

Alone in her mansion, with the wind tearing at the shutters and whining down the chimneys, sat the Proud Lady. Suddenly someone knocked loud and long at the door.

In came a stranger, a sea captain.

"What brings you here on such a night?" asked the lady.

"For years I have sailed the high seas," he answered. "Always I have heard that your ships are the largest and the finest. Tonight the storm has driven me here for shelter, so I have come to ask a favor of you. I would like to sail one of your ships wherever you may command me."

Because the lady was so greedy and unfair, it was hard to get men to work for her. She liked the looks of this sea captain and his forthright manner as well.

"My newest and finest ship, *The Golden Treasure,* lies at anchor waiting for a skipper," she said. "He must be a man who will sail the seven seas, to places where no ship has gone before, and he must bring back to me whatever is most precious in the whole world."

The skipper was silent for a long time, while the storm raged outside. Then he said slowly, "If you will trust *The Golden Treasure* to me, I will sail her over the seas and the oceans until I have found what is most precious on earth, and I will bring it back to you."

"Then sail tomorrow!" she commanded.

Next day *The Golden Treasure* set sail, and after many weeks it reached a place famous for the beautiful glass made there. The skillful glassblowers made great balls of glass of many colors, so light they seemed to float in the air like balloons.

The skipper thought how beautiful these would be in the lady's house. Still, something more precious might be found in a faraway land, so he set sail again to search further.

Months and months went by at sea, and at last *The Golden Treasure* came to a country where people dressed in rich silken robes, embroidered with fierce dragons. Gleaming

silks filled the shops and, for children, there were dolls so lifelike they seemed like children themselves.

The crew and the captain marveled at these wonders. Then the captain remembered that the lady had an elaborate gown of silk and, since she had no children to love the dolls, he sailed away empty-handed.

The weather grew warmer and warmer, and when at last there was no more water on board to quench the crew's thirst, *The Golden Treasure* sailed into a peaceful lagoon. A stream of fresh water ran into the lagoon, and trees bearing bananas, coconuts, and fruits of all kinds grew near the shore. These would be treasures to fill the lady's silver dishes, but there might be something more precious farther on, so again the captain set sail.

For weeks and weeks they sailed without seeing land. The endless sea surrounded them. Food was getting scarce aboard *The Golden Treasure,* and the men were hungry and sick.

At last the lookout called, "Land ho!" and the next day *The Golden Treasure* sailed up a broad river. On either side lay endless fields of ripe golden wheat. Where there is wheat, there is bread. The starving men could eat again!

The skipper let the golden grain run through his fingers. *This* was the most precious thing in the world, for it would give food to hungry people everywhere.

He filled the ship with sacks of wheat until it could hold no more. He sailed for Stavoren with the most precious thing in the world.

Every day for three years, the lady had gone to the shore to look for *The Golden Treasure.* She dreamed of the great wealth it would bring her and never noticed there were poor and hungry people in the town. At last one morning, *The Golden Treasure* appeared in the mist!

As soon as the ship was moored, she called the captain, "What have you brought me?"

"Gold!" he answered. "Golden wheat—tons of it—the most precious thing in the world!"

The lady looked into the ship's hold. There were no jewels, no furs, no silk or gold or silver, only dull-looking sacks! In a fury, she turned to the captain. "How dare you call this precious! Throw it overboard—all of it!"

"It is wheat—bread for the hungry," he replied.

"Hungry indeed!" she retorted. "I am not hungry and never will be! Throw it overboard!"

Though the townspeople begged her to stop it, one by one the sacks of wheat were tossed over and sank to the bottom of the sea. Then the lady turned again to the skipper, but he had disappeared.

As time went by, so the old legend says, the wheat began to grow. It grew until the stems reached above the water, waving to and fro with the wind and the tide, but no grain ever formed on the plants. They were barren. Even worse, the growing wheat held sand and mud in place so that the harbor of Stavoren filled up with it and ships could no longer sail in.

The shipowners and merchants moved to other ports, and the workmen and shopkeepers followed. The people who stayed on grew poorer and poorer.

At last, even the Proud Lady had to leave. Many of her ships had been lost at sea. She had sold all her treasures for food. Nothing was left of her great wealth. As poor and hungry as anyone else, she loaded her few belongings onto a wheelbarrow and went from village to village along the windy dikes, seeking bread and shelter.

She thought often of the sacks of wheat that had been thrown into the sea. Then she had had bread and was not hungry, but now she had no bread and was starving.

One evening, as the sun was setting in a golden glow, she trudged wearily into a small town. Seeing a man at a door, she started toward him to beg for bread. Slowly, as she drew near him, a memory stirred. Was

this someone she had known before? All at once she was sure.

Humbly she said, "I should have given the wheat you brought to the people who were hungry."

The captain nodded. "You know now that there is nothing more precious in all the world." Then he took her into his house and gave her a chair by the fire.

"How Well Did You Listen?" questions *(for first reading)*

Now turn to page 18. Do you remember how we answer the "How Well Did You Listen?" questions? First I read you the beginning of a sentence. Then I read three different ways to finish the sentence. One of the three endings tells what the story really said. You choose the ending that tells what the story really said, and you draw a line under it. Are you ready?

Now put your finger on the number 1. Listen carefully as I read.

1 Although the lady was rich and owned many ships, she
   a never forgot the poor
   b never felt content
   c was kind and sweet

   Decide which ending tells what the story really said. Draw a line under that ending. Now put your finger on the number 2. Listen carefully as I read.

2 The sea captain went to the lady's house because
   a the storm had forced him into port
   b he wanted to sail one of her ships
   c Both *a* and *b*

   Draw a line under the right ending. Now put your finger on the number 3. *(After reading each sentence, tell the children to draw a line under the correct ending. Then make sure each child puts his finger on the succeeding number.)*

3 The Proud Lady wanted the skipper to
   a go places where no ship had ever gone
   b take her ship to China
   c discover new lands and claim them for her

4 Because the lady was so greedy, she
   a told the captain to find his own ship
   b gave the captain an old, worthless ship
   c wanted the most precious thing in the world

5 The skipper didn't bring back glass balls because he thought
   a they might break on the way home
   b there must be something more precious
   c the Proud Lady wouldn't like them

6 Hunger made the men realize that
   a wheat was the most precious thing
   b they should have brought more food
   c diamonds won't fill an empty stomach

7 Since the woman herself was not hungry, she
   a gave the wheat to the poor
   b put the wheat in her storeroom for winter
   c was angry that the skipper had brought back wheat

8 When the wheat was thrown into the water, it
   a grew and blocked up the harbor
   b sank and was never seen again
   c grew and produced fine grain

9 After the Proud Lady became poor, she
   a blamed the sea captain for her troubles
   b often thought of the wasted wheat
   c tried to remake her fortune

10 Since she had to beg for food, the lady
   a grew old and tired
   b became humble
   c hated everyone around her

(Self-scoring and charting progress: *Read the correct answers and let the children score their own work, circling any incorrect answers. Dis-*

cuss the story and questions with the children and help them chart their progress in their Student Record Books.)

"Did You Follow the Time Order?" questions *(for second reading)*

Introduction *(for second reading)*

*(Make sure each child has his Student Record Book—*My Own Book*—at hand. The children should not open their books until the end of the story.)*

Do you remember the story you heard about the Proud Lady who wanted the most precious thing in the world? Can you tell me something you remember about the story? *(Let several children tell what they remember.)* Now listen to the story again. Pay close attention to the order in which things happened in the story. Listen carefully to find out what happened first in the story. Then continue to listen carefully to learn what happened next, and so on. Try to remember the order in which things took place in the story. *(Read the story or play the tape.)*

Now open your book to page 19. Do you see the sentences under the words "Did You Follow the Time Order?"? Each sentence tells about something that happened in the story, but they are not in the right order. Listen as I read all the sentences.

[4] The skipper and his men were sick and hungry.
[3] The ship came to a place where fruits of all kinds grew.
[1] The Proud Lady sat in her house as a storm raged outside.
[5] The Proud Lady lost all her fortune.
[2] The lady gave the skipper her newest, finest ship.

Now you will write a number in each of the boxes to show the order in which things happened. Find the sentence that tells what happened first and put the number 1 in the box in front of that sentence. Find the sentence that tells what happened next and put the number 2 in the box in front of that sentence. Find the right number for every sentence. Now finish the exercise.

(Self-scoring and charting progress: *Read the correct answers and let the children score their own work, circling any incorrect answers. Discuss the story and questions with the children and help them chart their progress in their Student Record Books.)*

Listening Skill Builder 6
Jenny and Her Listening Cat

(Listening for details)

Introduction *(for first reading)*

(Have the children turn to the attention picture on page 21 of My Own Book. *When they have found the right page, read the following introduction to them.)*

Did you ever have a pet? Many people do, because a pet can be a good companion, especially to a lonely person. Today you're going to hear a true story from the childhood of a famous woman. Her name was Jenny Lind, and she was loved by people all over the world because she could sing so beautifully. But as a little girl, Jenny was often lonely. From the day that a kitten comes into Jenny's life, she doesn't feel so lonely, because now she can talk to her pet. The kitten also plays a part in helping to change Jenny's life. Listen carefully to the story, "Jenny and Her Listening Cat," to learn how the kitten comes into her life, what happens when she sings to the kitten, and how her life is changed. *(Read the story or play the tape.)*

Jenny and Her Listening Cat
by Frances Cavanah

On a summer evening many years ago, a little girl named Jenny Lind knelt by the window of her room in Stockholm, Sweden. The room was on the ground floor of the house, and she could look out on the street. Jenny felt lonely as she looked out from her window, for everyone on the street was with another person.

That day her mother had gone to another city to work. She had arranged for Jenny to stay with a couple named Andersson who lived close to Jenny's grandmother. How Jenny wished that she could stay with her grandmother! That was not possible, for her grandmother lived in a home for widows. The Anderssons seemed to be kind people, but this was Jenny's first night in a strange home. Not even kindness helped.

Suddenly there was a slight noise beneath Jenny's window. Then she heard a soft mewing sound. Glancing down, she saw a small gray kitten looking up at her.

In the dim light she could see that the cat was very thin. It seemed to be a stray that belonged to nobody. Jenny leaned far out the window and put her hand down. The kitten stood up on its hind legs and tried to sniff her fingers. It couldn't quite reach them.

"Wait there," Jenny said to the little cat. "I'm coming out to get you."

She groped her way through a dark hall and opened the front door. She found the kitten waiting on the doorstep. When Jenny picked it up, it began to purr.

"Oh, kitty-cat," said Jenny, cuddling the kitten against her neck. "I never had a pet before. If Mrs. Andersson——"

Only then did she stop to think that she should ask permission to keep the kitten. But Mrs. Andersson was not at home to ask. Jenny wondered uneasily if Mrs. Andersson liked cats. Just then the cat put its head into the palm of Jenny's hand. It gave a pitiful little "meow." Jenny knew that she couldn't leave that pitiful little bunch of fur out on the doorstep. So she carried it to her room.

"Don't worry, kitty-cat," she whispered, hugging the kitten. "I'll take care of you." Then she and the cat fell asleep on her bed.

Jenny need not have worried about keeping the kitten. Mrs. Andersson knew that Jenny was lonely, and she said that Jenny could keep the cat if her grandmother agreed. When Jenny visited her grandmother later that day, she took the kitten along. Her grandmother liked the little cat and said that it was a good pet for a lonely little girl.

As the weeks passed, Jenny grew happier. The Anderssons were always kind to her. She saw her grandmother anytime she

wished, and all the other ladies who lived in the widows' home looked forward to her visits. They liked to hear Jenny sing. Sometimes they all sang together. Jenny learned many Swedish and Norwegian folk songs from them. One of the ladies even taught her some songs from operas.

When Jenny was at home in her room, she had conversations with her cat. One afternoon she was sitting by the window holding the kitten in her lap. "Why don't we have a duet?" she asked. "You can purr while I sing."

When Jenny closed her eyes and began to sing, the kitten closed its eyes too, and purred. Jenny's voice was thin, but sweet and clear. It sounded like an echo from a distant mountainside.

She had begun to sing another stanza of the song when she opened her eyes and saw that several people had gathered outside her window. She stopped singing in surprise.

"Who was that singing?" she heard a woman ask her husband. "It could not have been that little girl."

"Indeed it was!" the husband replied. "It was that little girl singing to her cat."

The thought that her voice had given pleasure to others pleased Jenny very much.

After that, during warm weather, Jenny often sat at the window singing to her cat. She got used to the crowds that gathered outside. She loved to sing, and she was glad that people liked to listen.

It happened that one afternoon the maid of a famous Swedish dancer heard Jenny singing and told the dancer about the little girl's clear, sweet voice. The dancer invited Jenny to sing for her. She was so impressed by Jenny's voice that she arranged for the singing director at Stockholm's Royal Opera House to hear Jenny sing. Before long, Jenny was a voice student at the Royal Opera House.

And so, at the age of ten, Jenny Lind began a career that was to make her famous. The little girl who had sung to her listening cat later became one of the world's great singers and sang to kings and queens.

"How Well Did You Listen?" questions *(for first reading)*

Now turn to page 22. Do you remember how we answer the "How Well Did You Listen?" questions? First I read you the beginning of a sentence. Then I read three different ways to finish the sentence. One of the three endings tells what the story really said. You choose the ending that tells what the story really said, and you draw a line under it. Are you ready?

Now put your finger on the number 1. Listen carefully as I read.

1 Jenny lived with the Anderssons in
- **a** Sydney, Australia
- **b** Stuttgart, Germany
- **c** Stockholm, Sweden

Decide which ending tells what the story really said. Draw a line under that ending. Now put your finger on the number 2. Listen carefully as I read.

2 Jenny was lonely because
- **a** she had moved to a strange city
- **b** she was living with strangers
- **c** she was away from home at school

Draw a line under the right ending. Now put your finger on the number 3. *(After reading each sentence, tell the children to draw a line under the correct ending. Then make sure each child puts his finger on the succeeding number.)*

3 Jenny couldn't live with her grandmother because her grandmother
- **a** was too old to care for her
- **b** had gone to live in another city
- **c** lived in a home for widows

4 Jenny got her cat when
- **a** the Anderssons gave it to her
- **b** she found it outside her window
- **c** her mother sent it to her

5 The ladies in the widows' home looked forward to Jenny's visits because
   a they liked to hear her sing
   b they liked to see the kitten
   c she brought them candy

6 At the widows' home, Jenny learned
   a Swedish and Norwegian folk songs
   b songs from operas
   c Both *a* and *b*

7 When Jenny sang to her cat, the kitten would
   a close its eyes and purr
   b try to run away
   c meow and make a lot of noise

8 In the summer when Jenny sang by her open window,
   a people would gather outside to listen
   b the Anderssons would ask her to stop
   c Both *a* and *b*

9 A famous dancer invited Jenny to sing for her because
   a the Anderssons asked her to hear Jenny
   b her maid had told her about Jenny's sweet voice
   c she was a friend of Jenny's mother

10 Jenny became a student at
   a the Royal Opera House
   b the Royal School of Ballet
   c the Royal Museum of Art

(Self-scoring and charting progress: *Read the correct answers and let the children score their own work, circling any incorrect answers. Discuss the story and questions with the children and help them chart their progress in their Student Record Books.)*

"Did You Follow the Time Order?" questions *(for second reading)*

Introduction *(for second reading)*

*(Make sure each child has his Student Record Book—*My Own Book*—at hand. The children should not open their books until the end of the story.)*

Do you remember the story you heard about the little girl Jenny who sang to her cat? Can you tell me something you remember about the story? *(Let several children tell what they remember.)* Now listen to the story again. Pay close attention to the order in which things happened in the story. Listen carefully to find out what happened first in the story. Then continue to listen carefully to learn what happened next, and so on. Try to remember the order in which things took place in the story. *(Read the story or play the tape.)*

Now open your book to page 23. Do you see the sentences under the words "Did You Follow the Time Order?"? Each sentence tells about something that happened in the story, but the sentences are not in the right order. Listen as I read all the sentences.

[4] Jenny began to study opera.

[2] Jenny sang to her cat.

[3] A dancer heard Jenny sing.

[5] Jenny sang for kings and queens.

[1] Jenny learned folk songs at the widows' home.

Now you will write a number in each of the boxes to show the order in which things happened. Find the sentence that tells what happened first and put the number 1 in the box in front of that sentence. Find the sentence that tells what happened next and put the number 2 in the box in front of that sentence. Find the right number for every sentence. Now finish the exercise.

(Self-scoring and charting progress: *Read the correct answers and let the children score their own work, circling any incorrect answers. Discuss the story and questions with the children and help them chart their progress in their Student Record Books.)*

Listening Skill Builder 7
Luis and the Whirlwind

(Listening for sensory details)

Introduction *(for first reading)*

(Have the children turn to the attention picture on page 25 of My Own Book. *When they have found the right page, read the following introduction to them.)*

Today you're going to hear about a young Mexican boy named Tepoztan. He was not an ordinary boy, but a magic one. And he put his magic to good use. This is the story of how he helped a poor man named Luis.

While you're listening to the story, try to put yourself in Luis's place. Try to feel what it was like to be flying through the air in a whirlwind, and try to picture the countryside below. When Luis turns into an animal, pretend that you are turning into one too. Try very hard to feel your body growing a tail and fur and taking on a whole new shape. If you can put yourself in the story this way, you'll know you've listened well. And you'll remember things about the story better.

Now that you know what to listen for, let's hear the story of "Luis and the Whirlwind." *(Read the story or play the tape.)*

Luis and the Whirlwind
by Allen Hunter

Once there was a poor family that never had enough to eat. It wasn't because they didn't work hard, for they did. They owned a small piece of dusty land where the whole family scratched at the earth planting and caring for a crop of corn. But the earth was old and worn out. What little corn did manage to grow was spindly and tough. And there was never enough to go around.

One evening after they'd eaten their small meal, the mother began to cry, saying to her husband, "Oh Luis, here it is New Year's Eve and we aren't even celebrating. The children were still so hungry they went to sleep rather than think about their empty stomachs. And what will this new year bring us but more of the same hard luck?"

Of course this made Luis feel bad, because he cared for his family as best he could. He kissed his wife and told her he'd think of something. Then he went out to walk in his field.

In the moonlight Luis's land looked more like flat, dry desert than a farmer's field. Here and there stringy corn plants struggled out of the crusty earth with barely enough strength left to stand up.

Poor Luis walked about lost in thought until he felt the sting of dust in his eyes. A strong wind whipped across his field, carrying away dry dirt by the basketful. Well, let it go, he thought. It's never been much good to us. But even as Luis thought this, the wind grew stronger and wilder. It turned into a whirlwind that skipped about in a crazy dance and finally stopped right in front of him. A rather ordinary-looking young boy stepped out of the whirlwind.

"Hello, Luis. Do you know who I am?" asked the young boy.

"You must be Tepoztan, since you ride in the wind. Everyone knows of your kind works," answered Luis.

"Yes, I am Tepoztan. Would you like to take a ride with me? Perhaps I can help you."

Luis looked at the funnel of wind. It seemed nothing more than a column of swirling dust and leaves. But as he looked closer, he saw there was a comfortable place inside with big, clear windows and brightly colored cushions. Luis stepped in.

No sooner was he comfortably seated than the wind began to whistle and whine. Luis felt it give a few gentle shudders and then jump straight into the air. As he peered from the window, his field was soon far, far below. (Now all this was in the days before planes, so it was quite unusual to be riding about in the sky.)

Luis was amazed. The whirlwind climbed higher and higher. The country beneath turned into squares of green, brown, and gold. Here and there a thin thread of blue river curved and twisted through the land. And all the while, the whirlwind flew higher and faster until everything became one blur of color. At last they were swallowed up by the clouds. Luis could see nothing but heavy white mist outside the windows. It gave him a strange feeling to think that the fluffy cottonball clouds he had always loved to watch were nothing but wisps of steamy air.

Although they were flying very fast, Luis felt no motion, no bumps, and no dizziness. The only thing that bothered him was his ears. For some reason they felt funny. From time to time Tepoztan would say something, but the words seemed to float from a great distance and Luis couldn't understand them. They rode along like this for some time, until gradually the whirlwind dropped from the clouds and slowly came down to settle on the earth with a slight bump.

Luis and Tepoztan stepped out of the wind at the foot of a huge mountain. "This is my home, Luis," Tepoztan announced proudly. "Do you see that door in the mountain? Behind it is a magic food market, which I open once a year on New Year's Eve. Take this coin and buy whatever you need. It will be enough money. I promise. The only thing you must remember is that the store is locked at midnight. Anyone who stays beyond that time must remain in the mountain until next New Year's Eve. It's eleven o'clock now. You'd better hurry."

Luis hesitated. A food market in a mountain? That was a little hard to believe. Maybe it's a trick. Maybe he would get inside and have to stay. Then what would happen to his poor family? Could he trust Tepoztan after all?

Tepoztan read Luis's thought. "If I wanted to harm you or your family I could do so easily. But why would I play such tricks? You don't believe in my magical powers? Then I'll show you . . . ."

Luis suddenly felt very strange. His head began to swell like a balloon, and it felt very, very heavy. His lips quivered, his nose twitched, and he looked down to see a velvety gray snout reach out far from his eyes. Then his ears itched and tingled as they stretched up, up, up. And he had a sudden desire to move about on his hands and knees. As Luis got down on all fours, his limbs sprouted soft gray fur. Where his hands and feet had been, there were now four rocklike hooves with which he began to paw the ground. From his back a funny tickling sensation ended in a tail. He wanted to say something, but when he opened his mouth a shrill hee-haw was all he could utter. Tepoztan had turned Luis into a donkey.

Then just as suddenly, Luis was changed back into his poor self again. Without a word, he took Tepoztan's coin and went into the market. There he chose sugar, fruit, a small amount of meat, and some flour. Luis paid quickly and rushed out of the mountain, for he was afraid of being locked up within its black stone walls.

Tepoztan was nowhere to be seen, so Luis couldn't even thank him. The whirlwind wasn't there either, so Luis walked the long distance home. He arrived shortly before morning, exhausted by the night's adventures. He lay down beside his sleeping wife and was sound asleep almost before his bag of groceries touched the floor.

Luis awoke several hours later eager to show his wife their good fortune. However, when he opened the bag, there was no sugar, no fruit, no food at all. Instead the bag was full of gold pieces. Tepoztan's magic food had turned into enough gold to buy anything Luis's family would ever need. And it goes without saying that they all had enough to eat from that time on.

"How Well Did You Listen?" questions *(for first reading)*

Now turn to page 26. Do you remember how we answer the "How Well Did You Listen?" questions? First I read you the beginning of a sentence. Then I read three different ways to finish the sentence. One of the three endings tells what the story really said. You choose the ending that tells what the story really said, and you draw a line under it. Are you ready?

Now put your finger on the number 1. Listen carefully as I read.

1 Inside the whirlwind, Luis saw
   a clear windows and colorful cushions
   b a narrow wooden bench
   c leaves and dust

   Decide which ending tells what the story really said. Draw a line under that ending. Now put your finger on the number 2. Listen carefully as I read.

2 The whirlwind left the ground
   a with a sudden jump straight up
   b with a slow rocking motion
   c in dizzying circles

   Draw a line under the right ending. Now put your finger on the number 3. *(After reading each sentence, tell the children to draw a line under the correct ending. Then make sure each child puts his finger on the succeeding number.)*

3 From up in the air, the countryside looked like
   a a blue and green sea
   b squares of green, brown, and gold
   c one big brown cornfield

4 Close up, the clouds looked like
   a cotton candy
   b mounds of snow
   c wisps of steamy air

5 While riding in the whirlwind, Luis felt
   a many bumps and jolts
   b a spinning motion
   c no movement at all

6 While in the whirlwind, Luis noticed that
   a he couldn't keep his balance
   b he couldn't hear very well
   c his stomach was upset

7 When Tepoztan changed Luis into an animal, Luis's head felt
   a very tiny
   b light and airy
   c swollen like a balloon

8 Suddenly Luis felt a strong desire to
   a walk around on his hands and knees
   b climb a tree
   c dig holes in the ground

9 As Luis's hands and feet turned into hooves, they felt like
   a glass
   b rock
   c ice

10 Luis opened his mouth to speak, and he heard
   a a low mooing sound
   b a fierce growl
   c a shrill hee-haw

(Self-scoring and charting progress: *Read the correct answers and let the children score their own work, circling any incorrect answers. Discuss the story and questions with the children and help them chart their progress in their Student Record Books.)*

"Did You Follow the Time Order?" questions *(for second reading)*

Introduction *(for second reading)*

*(Make sure each child has his Student Record Book—*My Own Book*—at hand. The children should not open their books until the end of the story.)*

Do you remember the story you heard about Luis and Tepoztan, the boy in the whirlwind? Can you tell me something you remember about the story? *(Let several children tell what they remember.)* Now listen to the story again. Pay close attention to the order in which things happened in the story. Listen carefully to find out what happened first in the story. Then continue to listen carefully to learn what happened next, and so on. Try to remember the order in which things took place in the story. *(Read the story or play the tape.)*

Now open your book to page 27. Do you see the sentences under the words "Did You Follow the Time Order?"? Each sentence tells about something that happened in the story, but the sentences are not in the right order. Listen as I read all the sentences.

[3] Luis began to turn into a donkey.

[5] Luis and his wife discovered that the bag was full of gold.

[1] Tepoztan asked Luis to take a ride in his whirlwind.

[4] Luis went into the mountain food market with the magic coin.

[2] From high in the air the countryside looked like patches of color.

Now you will write a number in each of the boxes to show the order in which things happened. Find the sentence that tells what happened first and put the number 1 in the box in front of that sentence. Find the sentence that tells what happened next and put the number 2 in the box in front of that sentence. Find the right number for every sentence. Now finish the exercise.

(Self-scoring and charting progress: *Read the correct answers and let the children score their own work, circling any incorrect answers. Discuss the story and questions with the children and help them chart their progress in their Student Record Books.)*

Listening Skill Builder 8
Wol, My Pet Owl

(Listening for cause and effect)

Introduction *(for first reading)*

(Have the children turn to the attention picture on page 29 of My Own Book. *When they have found the right page, read the following introduction to them. You may want to have a map of Canada handy to show them where the story actually took place.)*

Today you're going to hear a story about a very unusual pet—an owl. This owl, named Wol, belonged to the author of the story when he was a boy growing up in Canada. Wol was an unusual pet. He was very curious and liked to be with people most of the time. Now, this was fine as long as he was around people who knew him. But when strangers came to visit, some startling things happened. If you listen carefully to the story "Wol, My Pet Owl," you'll learn why some persons weren't too happy to meet this friendly owl who liked people. *(Read the story or play the tape.)*

Wol, My Pet Owl
by Farley Mowat

Wol and Weeps were with us long enough to be well known in Saskatoon. Particularly Wol. As my father said, Wol never quite realized he was an owl. Most of the time he seemed to think he was people. At any rate, he liked being with people and he wanted to be with us so much that we finally had to stop trying to keep him out of the house. If we locked him out he would come and bang his big beak against the window panes so hard we were afraid the glass would break. Screens were no good either, because he would tear them open with one sweep of his big claws. So eventually he became a house owl. He was always very well mannered in the house and he caused no trouble—except on one particular occasion.

One midsummer day we had a visit from the new minister of our church. He had just arrived in Saskatoon, so he didn't know about our owls. Mother took him into the living room, and he sat down on our sofa with a cup of tea balanced on his knee, and began to talk to Mother about me skipping Sunday School.

Wol had been off on an expedition down on the riverbank. When he got home he ambled across the lawn, jumped up to the ledge of one of the living room windows, and peered in. Spotting the stranger he gave another leap and landed heavily on the minister's shoulder.

Mother had seen him coming and had tried to warn the minister, but she was too late. By the time she had her mouth open, Wol was already hunched down on the man's shoulder, peering around into his face, making friendly owl noises.

"*Who-who?*" he asked politely.

Instead of answering, the minister let out a startled yelp and sprang to his feet. The tea spilled all over the rug, and the teacup shot into the fireplace and smashed into a million pieces.

It was all so sudden that Wol lost his balance; and when he lost his balance his talons just naturally tightened up to help him steady himself. When Wol tightened his grip the minister gave a wild Indian yell, and made a dash for the door.

Wol had never been treated this way before. He didn't like it. Just as the minister reached the front porch, Wol spread his wings and took off. His wings were big, and they were strong too. One of them clipped the man a bang on the side of his head, making him yell even louder. But by then Wol was airborne. He flew up into his favorite poplar tree, and he was in such a huff at the way he had been treated that he wouldn't come down again till after supper.

Riding on people's shoulders was a favorite pasttime with Wol. Usually he was so careful with his big claws that you couldn't even feel them. Sometimes when he was on your shoulder and feeling specially friendly, he would nibble your ear. His beak was sharp enough to have taken the ear right off your head at a single bite, but he would just catch the bottom of your ear in his beak and very gently nibble it a little. It didn't hurt at all, though it used to make some people nervous. One of my father's friends was a man who worked for the railroad, and he had very big, red ears. Every time he came for a visit to our house he wore a cap—a cap with earflaps. He wore it even in summertime because, he said, with ears as big as his and an ear-nibbling owl around he just couldn't afford to take chances.

Wol was usually good-natured, but he *could* get angry. One morning Mother sent me to the store for some groceries. My bike had a flat tire so I had to walk, and Wol walked with me. We were only a little way from our house when we met the postman coming toward us. He had a big bundle of letters in his hand, and he was sorting them and not watching where he was going. Instead of stepping around Wol, he walked right into him.

Worse still, he didn't even look down to see what it was he had stumbled over. He just gave a kind of kick to get whatever it was out of his way.

Well, you could do a lot of things to Wol and get away with it—but kicking him was something different. Hissing like a giant teakettle, he spread his wings wide out and clomped the postman on the shins with them. A whack from one of his wings was like the kick of a mule. The postman dropped his handful of letters and went pelting down the street, yelling blue murder—with Wol right on his heels.

After I got hold of Wol and calmed him down, I apologized to the postman. But for a month after that he wouldn't come to our

house at all. He used to stand at the gate and whistle until one of us came out to get the mail.

Our owls were so used to going nearly everywhere with me now that when school started that autumn I had a hard time keeping them at home. I used to bicycle to school, which was about two miles away across the river. During the first week after school opened, I was late four times because of having to take the owls back home after they had followed me partway.

Finally Dad suggested that I lock them up in the big pen each morning just before I left. Wol and Weeps hadn't used that pen for a long time, and when I put them in they acted as if it was a jail. Wol was particularly furious, and he began to tear at the chicken wire with his beak and claws. I sneaked off fast. I was almost late anyway, and I knew if I was late once more I'd be kept in after school.

I was about halfway over the river bridge when a man on the footpath gave a shout and pointed to something behind my back. At the same time a car, coming toward me, jammed on its brakes and nearly skidded into the cement railings. Not knowing what was going on, I put on my brakes too, and I just had time to stop when there was a wild rush of air on the back of my neck, a deep "HOOO-HOOO-HOO!" in my ear, and Wol landed on my shoulder.

He was out of breath—but he was so pleased with himself that I didn't have the heart to take him home. Anyway, there wasn't time. So he rode the handlebars the rest of the way to school.

I skidded into the yard just as the two-minute bell was ringing and all the other kids were going through the doors. I couldn't decide what on earth to do with Wol. Then I remembered that I had some twine in my pocket. I fished it out and used it to tie him by one leg to the handlebars.

The first class I had that morning was French. Well, between worrying about Wol and not having done my homework, I was soon in trouble with the teacher. She made me come up in front of the class so she could tell me how stupid I was. I was standing beside her desk, wishing the floor would open and swallow me up, when there was a whump-whump-whump at the window. I turned my head to look, and there sat Wol.

It hadn't taken him long to untie the twine.

I heard later that he had banged on the windows of two or three other classrooms before he found the right one. Having found the right room at last, he didn't waste any time. Unluckily the teacher had left one of our windows open. Wol ducked down, saw me, and flew right in.

He was probably aiming to land on my shoulder, but he missed and at the last second tried to land on the teacher's desk. It was a polished hardwood desk; he couldn't get a grip on it. His brakes just wouldn't hold; he skated straight across the desk scattering papers and books all over the floor. The teacher saw him coming and tried to get up out of her chair, but she wasn't fast enough. Wol skidded off the end of the desk and plumped right into her lap.

There were some ructions after that. I was sent to the head teacher's office and our French teacher went home for the rest of the day.

The head teacher was a good fellow, though. He just read me a lecture, and warned me that if I didn't keep my owl away from school in the future, he would have to get the police to do something about it.

We finally figured out a way to keep the owls from following me to school. Each morning, just before I left, we would let Wol and Weeps into the kitchen. Mother would feed them the bacon rinds left over from breakfast, while I sneaked out the front door and rode away. It worked fine, but it was a little hard on Mother because the owls got so fond of the kitchen she usually couldn't get them out of it again. Once I heard her

telling a friend that until a woman had tried to bake a cake with two horned owls looking over her shoulders, she hadn't really lived at all!

"How Well Did You Listen?" questions *(for first reading)*

Now turn to page 30. Do you remember how we answer the "How Well Did You Listen?" questions? First I read you the beginning of a sentence. Then I read three different ways to finish the sentence. One of the three endings tells what the story really said. You choose the ending that tells what the story really said, and you draw a line under it. Are you ready?

Now put your finger on the number 1. Listen carefully as I read.

1 Since they had been with the author's family for some time, the owls were
   a well known in Saskatoon
   b not welcome in Saskatoon
   c greatly liked in Saskatoon

   Decide which ending tells what the story really said. Draw a line under that ending. Now put your finger on the number 2. Listen carefully as I read.

2 Wol was allowed to come into the house because
   a his food dish was in the kitchen
   b he liked being with people
   c Both *a* and *b*

   Draw a line under the right ending. Now put your finger on the number 3. *(After reading each sentence, tell the children to draw a line under the correct ending. Then make sure each child puts his finger on the succeeding number.)*

3 When Wol tightened his grip on the minister's shoulder,
   a the minister let out a yell
   b the minister dashed for the door
   c Both *a* and *b*

4 Wol got angry at the postman because
   a the postman tried to catch him
   b the postman walked into him and kicked him aside
   c Wol just didn't like the postman

5 The owls were locked in a pen in the morning because
   a they followed the author to school
   b they made him late for school four times
   c Both *a* and *b*

6 The author was afraid to be late for school because
   a the other boys would tease him
   b he would miss his French class
   c he didn't want to be kept in after school

7 After the author arrived at school with Wol,
   a he tied Wol to the handlebars of his bike
   b he took Wol into class with him
   c he sent Wol home

8 Before Wol found the author's classroom, he had
   a flown home to get Weeps
   b flown home to eat
   c banged on the windows of other classrooms

9 Because Wol had flown into the classroom,
   a the author was sent to the head teacher's office
   b the French teacher went home
   c Both *a* and *b*

10 The owls didn't follow the author to school anymore because
   a they were let in the kitchen each morning
   b they were fed bacon rinds left over from breakfast
   c Both *a* and *b*

(Self-scoring and charting progress: *Read the correct answers and let the children score their*

own work, circling any incorrect answers. Discuss the story and questions with the children and help them chart their progress in their Student Record Books.)

"Did You Follow the Time Order?" questions *(for second reading)*

Introduction *(for second reading)*

(Make sure each child has his Student Record Book—My Own Book—*at hand. The children should not open their books until the end of the story.)*

Do you remember the story you heard about an owl named Wol? Can you tell me something you remember about the story? *(Let several children tell what they remember.)* Now listen to the story again. Pay close attention to the order in which things happened in the story. Listen carefully to find out what happened first in the story. Then continue to listen carefully to learn what happened next, and so on. Try to remember the order in which things took place in the story. *(Read the story or play the tape.)*

Now open your book to page 31. Do you see the sentences under the words "Did You Follow the Time Order?"? Each sentence tells about something that happened in the story, but they are not in the right order. Listen as I read all the sentences.

[1] Wol leaped onto the minister's shoulder.

[4] Wol and Weeps were locked up in a pen each morning.

[5] Wol landed in the teacher's lap.

[3] Wol hit the postman on the shins with his wing.

[2] Wol flew up into the poplar tree in a huff.

Now you will write a number in each of the boxes to show the order in which things happened. Find the sentence that tells what happened first and put the number 1 in the box in front of that sentence. Find the sentence that tells what happened next and put the number 2 in the box in front of that sentence. Find the right number for every sentence. Now finish the exercise.

(Self-scoring and charting progress: *Read the correct answers and let the children score their own work, circling any incorrect answers. Discuss the story and questions with the children and help them chart their progress in their Student Record Books.)*

Listening Skill Builder 9
Icebergs

(Listening for details)

Introduction *(for first reading)*

*(Make sure each child has his Student Record Book—*My Own Book*—at hand. The children should not open their books until the end of the story. Attention pictures are not used after Listening Skill Builder 8.)*

Icebergs are huge pieces of ice that float in the oceans. They may be as big as mountains. Some are so big that a whole city could be built on them. Where do they come from? The story you are going to hear today will tell you how they are formed and what happens to them. Listen very carefully, so that you can understand what must happen for an iceberg to form. Now let's listen to the true story "Icebergs." *(Read the story or play the tape.)*

Icebergs
by Roma Gans

Crack, crash, rumble, and roar.

An iceberg breaks from a glacier and moves into the sea. It is a large and glistening mountain of ice. It looks like a huge, sparkling castle. It is an island made of ice moving into the sea.

Once this iceberg was part of a glacier. Icebergs break from glaciers that form in the far north and the far south.

Glaciers are made of snow that has fallen for hundreds and thousands of years.

The snow that falls near the North and South Poles piles deeper and deeper through the years.

The snow packs hard and becomes ice. Now it is a glacier.

Ice in glaciers may be thousands of feet thick. At the South Pole the ice may be three miles thick! The glaciers made of this ice move slowly toward the ocean.

When a glacier reaches the ocean, waves beat hard against it. Water pushes upward. It makes deep cracks in the glacier. With a loud roar a chunk of the glacier breaks off. This great mountain of ice is an iceberg. It makes large waves as it crashes into the sea.

The iceberg floats away from the glacier, farther and farther into open water. The iceberg sparkles in the sun. The colors change from blue to green or white like chalk.

Some icebergs are a mile long. Some are so large that a whole city could be built on them. Some have peaks two hundred feet high, higher than most buildings.

Most of an iceberg is below the water and cannot be seen. There may be eight or nine times as much ice below the water as there is above. The part below is much wider than the part above. It is not round and smooth. The iceberg has big, jagged edges.

Some icebergs move into parts of the ocean where ships travel. If the iceberg is hidden by fog, a ship may crash into it. Some ships have sunk after crashing into icebergs. Captains steer their ships away from icebergs lest they strike the sharp edges hidden below water.

As icebergs move away from the cold seas in the far north and the far south they get into warmer water. Warm air is around them. The icebergs begin to melt.

Lakes and pools form in the hollows of melting icebergs. The water looks blue and green and gold to the men who fly over icebergs.

Birds on long flights rest on icebergs and drink from the fresh water in the pools. Icebergs give fresh water because they are made of snow. The ocean is made of salt water, which the birds cannot drink.

As icebergs float farther and farther into warm weather they melt faster and faster. Waterfalls rush down their slopes and spill into the ocean.

Sometimes an iceberg tilts to one side. It may even turn upside down. Icebergs make

big waves when they turn. Large pieces of ice break from icebergs. They float away like little icebergs.

The coast guard sends men in planes, boats, and helicopters to look for icebergs. When icebergs are near a ship's path, the coast guard sends a message to the ship's captain. They tell the captain how big the icebergs are and in which direction they are moving. The captain steers his ship away from the icebergs.

After weeks and sometimes months an iceberg gets so small that only a little part can be seen above the water. At last the sparkling island of ice melts away. It disappears into the sea.

For hundreds and thousands of years snow has been falling around the North and South Poles. The snow packs and becomes ice. The ice becomes a glacier.

The glacier moves slowly, slowly toward the ocean. Crack, crash, rumble, and roar. Another iceberg breaks off and moves into the sea.

"How Well Did You Listen?" questions *(for first reading)*

Now open your book to page 32. I'm sure you remember how we do the "How Well Did You Listen?" exercise. But one thing is different this time. I'll read you the beginning of a sentence, just as I've done before. But this time there are *four* ways to finish the sentence instead of only three. One of the four endings tells what the story really said, and you draw a line under that one. Are you ready?

Now put your finger on the number 1. Listen carefully as I read.

1 Icebergs begin as parts of
- **a** the ocean
- **b** glaciers
- **c** mountains
- **d** rivers

Decide which ending tells what the story really said. Draw a line under that ending. Now put your finger on the number 2. *(After reading each sentence, tell the children to draw a line under the correct ending. Then make sure each child puts his finger on the succeeding number.)*

2 Glaciers are made of
- **a** ocean water that has frozen
- **b** rivers that freeze near the poles
- **c** snow that has fallen for thousands of years
- **d** icebergs that freeze together

3 Snow that falls near the North and South Poles
- **a** packs hard and becomes ice
- **b** melts and flows into the ocean
- **c** turns into slush
- **d** blows away with the freezing winds

4 At the South Pole, ice in glaciers may be
- **a** ten inches thick
- **b** three feet thick
- **c** five yards thick
- **d** three miles thick

5 When a glacier reaches the ocean,
- **a** it stops moving
- **b** a chunk of it breaks off
- **c** the ice melts rapidly
- **d** all of it disappears

6 After an iceberg breaks off, it
- **a** floats into open water
- **b** freezes together with other icebergs
- **c** makes small waves
- **d** sinks into the ocean

7 Most of an iceberg is
- **a** above the water
- **b** below the water
- **c** still on the glacier
- **d** None of the above

8 The part of an iceberg below the water is
- **a** smoother than the part above the water
- **b** more easily seen than the part above the water

c the same width as the part above the water
d much wider than the part above the water

9 Birds drink from the pools on icebergs because
a the water is cleaner than ocean water
b the water is colder than ocean water
c the water is fresh and not salty
d All of the above

10 The coast guard sends men to look for icebergs so that they can
a warn ships where the icebergs are
b tell weathermen where the icebergs are
c study the way the water is flowing
d see how long the icebergs take to melt

(Self-scoring and charting progress: *Read the correct answers and let the children score their own work, circling any incorrect answers. Discuss the story and questions with the children and help them chart their progress in their Student Record Books.)*

"Did You Follow the Time Order?" questions *(for second reading)*

Introduction *(for second reading)*

*(Make sure each child has his Student Record Book—*My Own Book*—at hand. The children should not open their books until the end of the story.)*

Do you remember the story you heard about how icebergs are formed? Can you tell me something you remember about the story? *(Let several children tell what they remember.)* Now listen to the story again, paying attention to the order in which things happen. Try to remember what happened first, what happened next, and so on. *(Read the story or play the tape.)*

Now open your book to page 33. By now you have had enough practice in listening so that you can answer more questions about time order. From now on, each "Did You Follow the Time Order?" section will have five separate parts. Each part has three sentences to be put in the correct time order. The directions are the same as before. Put a number in each box to show the order in which things happened. Now let's do part 1. Listen as I read the sentences.

1 [2] Hard-packed snow becomes ice.
[1] Snow piles deeper and deeper.
[3] A huge chunk of ice breaks from a glacier.

Which of these things happened first? Decide what took place first and write the number 1 in the box by that statement. Decide what happened next and write the number 2 by that statement. What happened last? Write the number 3 by that statement. Now let's go on to part 2. Listen as I read the sentences.

2 [2] The iceberg crashes into the sea.
[3] The iceberg floats away into open water.
[1] The iceberg breaks off from a glacier.

(After reading each part, remind the children of the directions if you think it necessary.)

3 [3] A ship sinks in the ocean.
[1] Fog covers an iceberg.
[2] A ship hits an iceberg.

4 [1] The iceberg drifts into warm water.
[3] Freshwater pools form on the iceberg.
[2] The iceberg begins to melt.

5 [2] The coast guard sends a message to a ship's captain.

[1] The coast guard sends men to look for icebergs.

[3] The ship's captain steers his ship away from the icebergs.

(Self-scoring and charting progress: *Read the correct answers and let the children score their own work, circling any incorrect answers. Note that there are still only five possible right answers in this section. In order to count any item correct, the child must have correctly sequenced* all three *statements for that item. This differs from the scoring of the time-order questions in Listening Skill Builders 2 through 8. Discuss the story and questions with the children and help them chart their progress in their Student Record Books.)*

Listening Skill Builder 10
Just Say Hic!*

(Listening for details)

Introduction *(for first reading)*

*(Make sure each child has his Student Record Book—*My Own Book*—at hand. The children should not open their books until the end of the story. Attention pictures are not used after Listening Skill Builder 8.)*

All of us have at some time forgotten something we were supposed to remember. Even people who have unusually good memories forget things from time to time. But few people are as forgetful as Hasan, the servant boy in the story you'll hear today. Hasan has trouble remembering from one minute to the next what he's supposed to do. One day, when Hasan's master sends him to the market, Hasan, of course, forgets what he's supposed to buy. Pay close attention to the story, and try to remember all the people Hasan meets and what they tell him to say. Notice what he *does* say and the troubles he gets into. If you listen carefully to the amusing story, "Just Say Hic!," you'll learn how Hasan finally remembers what he's supposed to get at the market. *(Read the story or play the tape.)*

Just Say Hic!
by Barbara K. Walker

Once there was a man who had a simple-minded servant boy named Hasan.

This Hasan was a good enough servant except for one thing: he never could remember from one minute to the next what he was told to do.

"Hasan!" called his master one day. "Go to the market and buy some salt."

Salt, thought Hasan. How can I remember salt? This time he was determined to remember what he was told. I know, he decided at last. I'll say it over and over, all the

*The Turks pronounce it *heech.*

way to the market. That way, I'll remember what I'm supposed to say.

In Hasan's village, the common word for salt was *hic.* So "*Hic, hic, hic,*" Hasan said, as he scuff-scuffed in his flat shoes along the dusty road to the market.

And "*Hic, hic, hic,*" he said, as he stopped to watch a peasant fishing in a little stream under the bridge.

Now, in most parts of Turkey, the word *hic* means "nothing," and nothing is exactly what the fisherman caught while Hasan stood there saying "*Hic!*"

Finally the fisherman became very angry. "You're not supposed to say that!" he shouted.

Hasan was quite surprised. "What am I supposed to say, then?" he asked.

And the fisherman answered, "You should say, 'May there be five or ten of them!' That's what you should say."

Hasan was so eager to remember what he was told that he began to repeat, "May there be five or ten of them! May there be five or ten of them!" When he was quite sure he would remember it, he went along the dusty road toward the market.

"May there be five or ten of them," he murmured as he went.

On the road he met a funeral procession. As he watched the procession moving along, he chanted to himself, "May there be five or ten of them! May there be five or ten of them!"

A man in the crowd heard Hasan and became very angry. "Boy," he said, "you're not supposed to say that!"

Hasan was puzzled. "Then what am I supposed to say?" he asked.

The man said, "You should say, 'May God bless his soul!' That's what you should say."

Hasan repeated after him, "May God bless his soul!" When he was sure he could remember what he was supposed to say, he walked on toward the market.

As he went along murmuring "May God bless his soul!" he sniffed something strange. Following his nose, he came to a dead fish at the edge of the road. "May God bless his soul!" he muttered, as he looked down at the dead fish.

Just then a man came along and heard Hasan talking. When he came near and looked down, he saw nothing but a dead fish.

"Boy, are you crazy?" he exclaimed. "You're not supposed to say that!"

Hasan was more puzzled than before. "What am I supposed to say, then?" he asked.

The man told him, "You should say, 'Ugh! What a smell! Ugh! What a terrible smell!' That's what you should say."

Hasan's nose told him that this was indeed true. In order to be sure to remember what he should say, he began repeating over and over, "Ugh! What a smell! Ugh! What a terrible smell!"

On he went, saying it over and over, so that he would not forget.

As Hasan walked along, three ladies came out of a Turkish bath, all three as clean and shiny as could be. They heard Hasan say, "Ugh! What a smell! Ugh! What a terrible smell!"

Well, the ladies began to throw stones at him, shouting, "How can you say that? How *dare* you say that?"

Poor Hasan was really confused. "Then what am I supposed to say?" he asked the ladies.

And one of them answered, "You should say, 'My, how nice! Oh, how nice!' That's what you should say."

"Yes," the other ladies agreed. "You should say, 'My, how nice! Oh, how nice!'"

Hasan bowed, and he began to say, "My, how nice! Oh, how nice!"

The three ladies nodded and smiled as Hasan went scuff-scuffing down the road toward the market, saying just what he was supposed to say.

He was still saying, "My, how nice! Oh, how nice!" when he came upon two men fighting. He stood there awhile and watched the fight, saying, "My, how nice!" as the

first man hit the second man, and "Oh, how nice!" as the second man hit the first man.

Well, the two men became so angry when they heard what he said that they stopped fighting each other, and each of them gave Hasan a good stout blow for his trouble. "You're not supposed to say that!" the first man said, as he gave the boy another blow for good measure.

Bewildered, Hasan asked, "What am I supposed to say, then?"

The second man answered, "You should say, 'Don't do that, gentlemen! Don't fight, please!'"

"Yes, that's what you should say," said the first man.

As Hasan went on down the road, he repeated, "Don't do that, gentlemen! Don't fight, please!" until he was sure he could remember what he was supposed to say.

Just down the street from the market, he saw two dogs fighting. "Don't do that, gentlemen! Don't fight, please!" he kept saying, greatly interested all the time in watching the fight.

A man standing near him said, "Are you crazy? You're not supposed to say that!"

Hasan's eyes opened wide in surprise. "Then what am I supposed to say?"

"Well," the man said, "you just say, 'Get out, dog! Go away, dog!' That's what you should say."

Hasan continued on his way. "Get out, dog! Go away, dog!" he chanted over and over, as he entered the market.

At the first shop in the marketplace, the shoemaker sat working on a shoe. He was holding a piece of leather in his mouth and stretching it out to the right size. When he heard Hasan saying as he passed, "Get out, dog! Go away, dog!" the shoemaker spat out the leather angrily and shouted, "The dog is yourself! You're not supposed to say that!"

By this time Hasan was completely befuddled. "Please don't be angry with me," he said. "Tell me, what *am* I supposed to say?"

And the shoemaker said, "Boy, you should say nothing! Just say *hic!*"

"Oh, thank you!" cried Hasan, happily. "*That's* what I was supposed to remember!"

And he went a little farther on and bought the salt.

"How Well Did You Listen?" questions *(for first reading)*

Now open your book to page 34. We'll do the "How Well Did You Listen?" exercise the same way as before. I'll read you the beginning of a sentence and four different ways to finish it. One of the four endings will tell what the story really said, and you'll draw a line under it. Are you ready?

Now put your finger on the number 1. Listen carefully as I read.

1 The one thing Hasan could not do was
   a remember from one minute to the next
   b hear his master calling him
   c see his hand in front of his face
   d None of the above

   Decide which ending tells what the story really said. Draw a line under that ending. Now put your finger on the number 2. *(After reading each sentence, tell the children to draw a line under the correct ending. Then make sure each child puts his finger on the succeeding number.)*

2 Hasan was sent to the market to buy
   a goats
   b butter
   c salt
   d milk

3 In most parts of Turkey *hic* means
   a salt
   b nothing
   c butter
   d goats

4 The fisherman told Hasan to say,
   a "Throw the small ones back."
   b "May your catch be large."
   c "May there be five or ten of them."
   d "May you catch a huge fish."

5 The first thing Hasan said when he smelled the fish was
   a "May God bless his soul!"
   b "What a terrible smell!"
   c "Who left this thing here?"
   d None of the above

6 The three ladies threw stones at Hasan because
   a he said something they didn't like
   b he bumped into them
   c he stepped on their toes
   d he made nasty faces at them

7 When Hasan came upon two men fighting he said,
   a "Stop fighting, you two!"
   b "Don't fight, gentlemen."
   c "My, how nice!"
   d "What a good fight!"

8 As Hasan neared the marketplace, he saw
   a a man selling goats
   b two dogs fighting
   c a woman selling fish
   d a man selling butter

9 The first shop in the marketplace was
   a a blacksmith's shop
   b a dressmaker's shop
   c a shoemaker's shop
   d None of the above

10 The shoemaker told Hasan to say,
   a "Hic!"
   b "Go away, dog!"
   c "Would you like your shoes fixed?"
   d "I need a new hat."

(Self-scoring and charting progress: *Read the correct answers and let the children score their own work, circling any incorrect answers. Discuss the story and questions with the children and help them chart their progress in their Student Record Books.)*

"Did You Follow the Time Order?" questions *(for second reading)*

Introduction *(for second reading)*

*(Make sure each child has his Student Record Book—*My Own Book*—at hand. The children should not open their books until the end of the story.)*

Do you remember the story you heard about the Turkish servant boy named Hasan? Can you tell me something you remember about the story? *(Let several children tell what they remember.)* Now listen to the story again, paying attention to the order in which things happen. Try to remember what happened first, what happened next, and so on. *(Read the story or play the tape.)*

Now open your book to page 35. There are five parts in the "Did You Follow the Time Order?" section. Look at part 1. Listen as I read the sentences. Then put a number in each box to show the order in which things happened.

1 [2] Hasan stopped to watch a peasant fishing.

[1] Hasan was sent to the market.

[3] Hasan watched a funeral procession.

Now look at part 2. Listen as I read the sentences. Then number the three sentences according to the correct time order.

2 [1] Hasan came upon a dead fish.

[3] Three ladies began to throw stones at Hasan.

[2] Three ladies came out of a Turkish bath.

(After reading each part, remind the children of the directions if you think it necessary.)

3 [2] Hasan saw two men fighting.

[1] Three ladies told Hasan to say, "My, how nice!"

[3] Hasan was hit a stout blow.

4 [3] Hasan passed a shoemaker who was fixing a shoe.

[2] Hasan came to the marketplace.

[1] Hasan saw two dogs fighting.

5 [3] Hasan bought what he came for.

[1] The shoemaker heard Hasan speak as he passed.

[2] The shoemaker became angry with Hasan.

(Self-scoring and charting progress: *Read the correct answers and let the children score their own work, circling any incorrect answers. Note that there are still only five possible right answers in this section. In order to count any item correct, the child must have correctly sequenced* all three *statements for that item. Discuss the story and questions with the children and help them chart their progress in their Student Record Books.)*

Listening Skill Builder 11
The Case of the Flying Boy

(Listening for details)

Introduction *(for first reading)*

*(Make sure each child has his Student Record Book—*My Own Book*—at hand. The children should not open their books until the end of the story. Attention pictures are not used after Listening Skill Builder 8.)*

Detectives are people who solve mysteries and catch criminals. They have to keep their eyes and ears open and notice everything that happens. In today's story you're going to follow the adventures of a boy detective. Because he's so clever, he's called Encyclopedia Brown. Encyclopedia helps his friends when they lose something or when someone tricks them. Like all detectives, he has to watch what people do and say very carefully in order to discover the truth. As you listen to this story, see if you can be as clever and observant as Encyclopedia Brown. From what he sees and hears, he's able to prove that someone is telling a lie. Will you be able to? Pay close attention as we hear "The Case of the Flying Boy." *(Read the story or play the tape.)*

The Case of the Flying Boy
by Donald J. Sobol

Encyclopedia was biking past Casper Keane's house when he saw something on the roof. It was Casper.

"Hey, come down!" shouted Encyclopedia.

"Don't bother me," said Casper. He had a paper wing tied to each arm. He closed his eyes and began to rock.

"What are you doing?" said Encyclopedia.

"I'm hypnotizing myself," answered Casper.

"Can't you hypnotize yourself on the ground?"

"Once I get myself hypnotized, I'm going to tell myself I'm a bird," said Casper, who

was eight and a great believer. "Then I'll fly."

"You'll fly like a stone kite," said Encyclopedia.

"Nope, it's going to work," said Casper. "Buck Barkdull has flown—"

"Nobody can fly!" screamed Encyclopedia. "Jump off the roof and you'll find out what an anchor does."

"Aw, you shouldn't have said that," said Casper. He climbed down. "Still, I'm glad you stopped me. I was losing faith."

"What made you think you could fly?" asked Encyclopedia.

"Buck Barkdull said so," answered Casper. "He sold me these wings. He wanted more money to hypnotize me. I didn't have any more money. So I borrowed a book on hypnotism at the library."

"If Buck could fly, he wouldn't sell you the secret," pointed out Encyclopedia. "He would sell it to the Army for millions!"

"But Pete Connell said he *saw* Buck fly!" said Casper.

"Pete and Buck are probably in this together," said Encyclopedia. "Remember what happened at the high school last year?"

Casper nodded. Buck had stolen the answers to a history test. Pete had sold them to students. Both boys had been kicked out of school for a term.

"I've been stupid," mumbled Casper. "I guess I wanted to fly more than think. Could you get my money back?"

"I can try," said Encyclopedia. "Let's go talk with Pete Connell. He isn't as smart as Buck."

"Let's talk with Buck," said Casper. "Pete was on the wrestling team. He might tie us in a knot."

Encyclopedia decided Casper was right. It was better to be outsmarted than to have your feet hooked over your ears. The two boys went to see Buck.

He was sitting on his front porch carving a boat out of wood. He listened calmly as Encyclopedia asked him to return Casper's money.

"Why should I?" he demanded. "If you don't *believe* you can fly, you won't fly. You've got to have faith, baby."

Encyclopedia pressed him till Buck agreed to prove he could fly. He told the two boys to meet him in the small woods behind Mr. Walker's nursery after dark.

The boys reached the woods as night fell. "It's so dark in here I couldn't see Buck if he flew past my nose in a pink cloud," said Casper.

Suddenly strange noises came from up in a nearby tree. Buck Barkdull slid to the ground.

"Did you see that!" he cried. "A crash landing! Am I lucky I wasn't killed!"

"We didn't see a thing," said Casper.

"It was so dark I flew smack into that tree," said Buck, removing his wings. "Otherwise I'd have landed like a butterfly at your feet."

"You were up in the tree all the time," said Encyclopedia.

"Is that so?" sneered Buck. "It just so happens that I have a witness. Pete Connell saw me take off from my attic window."

"Why don't you take off right now?" said Encyclopedia.

"Because I have to start from up high," answered Buck. "I could fly from one of these trees, but the branches would get in my way. Besides, my wings are broken, and I don't have an extra pair."

The arguing continued. Buck would not give back Casper's money, and Encyclopedia would not leave without it. Buck finally threw up his hands.

"I'll show you where I begin my flights and nothing more," he said. "After that, if you bother me again, I'll punch you in the belly when your back is turned."

"Ouch," Casper whispered over and over as they followed Buck home.

Pete Connell was waiting outside Buck's house. Buck winked at his pal slyly.

Immediately Pete exclaimed, "What a flight! You soared like an eagle. Buck Barkdull, you're greater than Lindbergh!"

Buck unlocked the front door. "My parents are away for the day, and I'm here alone," he said.

He led the way up to the attic. He turned on the light and walked to the window.

"This is my launching pad," he said, rolling up the shade and opening the window. "I stand here and get myself in the mood—that's the important part. I hypnotize myself. When I feel ready, I jump out headfirst."

"Suppose you've made a mistake?" asked Encyclopedia. "What if you're not fully hypnotized when you jump?"

"I fall and land in those bushes," said Buck, pointing to bushes growing by the house.

"Did you fall tonight?" asked Casper.

"Naw, it was a perfect flight," said Buck. "Once I was through the window, I flew straight for the woods without falling a foot."

"It was beautiful," sang Pete Connell.

"I don't believe a word," whispered Casper. "But how can we *prove* the wings and the hypnotism are fakes?"

"We don't have to," replied Encyclopedia. "Buck already has proved that for us!"

(Before reading the "How Well Did You Listen?" questions to the children, discuss the solution to the "Case of the Flying Boy," using the information given in the following paragraphs.)

Now think for a second. If you were listening carefully, you heard Buck give himself away. What did he say? *(Pause and allow discussion of the children's ideas. If they hesitate or get too far off the track, you may guide the discussion a little.)*

Have you guessed it? Remember Buck said he had taken off by jumping through the attic window. He said he flew straight to the woods from there. That meant he did not come back to the window. But when he showed the window to Encyclopedia it was closed, and the shade was drawn. He could not have jumped through a shade and a closed window. And since Buck was alone in the house for that day, no one else could have closed it.

So the story has a happy ending. Buck returned the money to Casper. And he retired from the business of selling flying lessons.

"How Well Did You Listen?" questions *(for first reading)*

Now open your book to page 36. We'll do the "How Well Did You Listen?" exercise the same way as before. I'll read you the beginning of a sentence and four different ways to finish it. One of the four endings will tell what the story really said, and you'll draw a line under it. Are you ready?

Now put your finger on the number 1. Listen carefully as I read.

1 Casper was on the roof of his house
- **a** trying to find his kite
- **b** spying on Buck Barkdull
- **c** trying to hypnotize himself
- **d** looking at the stars

Decide which ending tells what the story really said. Draw a line under that ending. Now put your finger on the number 2. *(After reading each sentence, tell the children to draw a line under the correct ending. Then make sure each child puts his finger on the succeeding number.)*

2 Buck Barkdull had said that he knew how to
- **a** fly
- **b** climb mountains
- **c** walk up walls
- **d** jump onto roofs

3 Buck Barkdull had sold Casper
- **a** a propeller
- **b** a pair of wings
- **c** a model plane
- **d** a magic carpet

4 Encyclopedia agreed to help Casper
   a climb down from the roof
   b find Pete Connell
   c learn to fly
   d get his money back

5 After Encyclopedia talked to him, Buck agreed to
   a prove he could fly
   b return Casper's money
   c teach Encyclopedia to fly
   d give Casper new wings

6 Encyclopedia and Casper were standing in the dark woods when suddenly
   a Buck landed in a jumble at their feet
   b something brushed past them
   c strange noises came from a nearby tree
   d a big dark shadow glided over their heads

7 Buck said he was in the tree because
   a the tree was his launching pad
   b he had crashed into the tree
   c he was waiting for Casper and Encyclopedia
   d he was watching Pete Connell

8 Encyclopedia said Buck
   a had been in the tree all the time
   b had jumped into the tree from the roof
   c had climbed into the tree from another tree
   d None of the above

9 To convince the boys that he could fly, Buck agreed to
   a fly from the tree to his house
   b fly in the daytime
   c show them where he began his flights
   d None of the above

10 Buck proved the hypnotism and wings were fakes when he
   a got down out of the tree
   b showed Encyclopedia his broken wings
   c winked at Pete Connell
   d opened the attic window

(Self-scoring and charting progress: *Read the correct answers and let the children score their own work, circling any incorrect answers. Discuss the story and questions with the children and help them chart their progress in their Student Record Books.)*

"Did You Follow the Time Order?" questions *(for second reading)*

Introduction *(for second reading)*

*(Make sure each child has his Student Record Book—*My Own Book*—at hand. The children should not open their books until the end of the story.)*

Do you remember the story you heard about Encyclopedia Brown, the boy detective? Can you tell me something you remember about the story? *(Let several children tell what they remember.)* Now listen to the story again, paying attention to the order in which things happen. Try to remember what happened first, what happened next, and so on. *(Read the story or play the tape.)*

Now open your book to page 37. There are five parts in the "Did You Follow the Time Order?" section. Look at part 1. Listen as I read the sentences. Then put a number in each box to show the order in which things happened.

1 [2] Casper said he was hypnotizing himself.

[1] Encyclopedia rode his bike past Casper's house.

[3] Casper climbed down from the roof.

Now look at part 2. Listen as I read the sentences. Then number the three sentences according to the correct time order.

2 [3] Casper tried to fly.

[1] Buck and Pete got into trouble at school.

[2] Buck sold Casper wings.

(After reading each part, remind the children of the directions if you think it necessary.)

3 [2] Buck refused to return Casper's money.

[3] Buck agreed to prove he could fly.

[1] Casper and Encyclopedia went to see Buck.

4 [1] Encyclopedia and Casper went to the woods.

[3] Buck slid to the ground.

[2] Strange noises came from a tree.

5 [3] Buck took the boys to his attic.

[2] Pete Connell said Buck soared like an eagle.

[1] Buck said he had crashed into a tree.

(Self-scoring and charting progress: *Read the correct answers and let the children score their own work, circling any incorrect answers. Note that there are still only five possible right answers in this section. In order to count any item correct, the child must have correctly sequenced* all three *statements for that item. Discuss the story and questions with the children and help them chart their progress in their Student Record Books.)*

Listening Skill Builder 12
Candido

(Listening for details)

Introduction *(for first reading)*

*(Make sure each child has his Student Record Book—*My Own Book*—at hand. The children should not open their books until the end of the story. Attention pictures are not used after Listening Skill Builder 8. You may want to have a map of South America handy so that the children can place Peru geographically.)*

Today's story takes place in Peru, a country high in the mountains of South America. It's the story of a boy and his pet. This boy's pet isn't a dog or a cat or a bird or any of the animals you usually think of as pets. It's a llama. A llama is related to the camel, but it has no hump. The people of Peru have used llamas for hundreds of years as work animals to carry loads.

As you listen to the story of Paco and his llama Candido, pay attention to the things the llama does. He's a stubborn animal, and sometimes he gets angry. When he does, he shows his anger. But later in the story Candido is happy, and Paco is happy too. You'll learn why as we hear the story "Candido." *(Read the story or play the tape.)*

Candido
by Alberta Eiseman

High in the mountains of Peru, the sun was rising behind snow-covered peaks. A boy came to the doorway of his hut and shivered in the cold morning air. He pulled down the earflaps of his many-colored cap, hid his hands beneath his poncho, and walked to the pen where the llamas slept.

Candido, the white llama, stood up among the resting animals.

"Do you never sleep, my Candido?" asked the boy, Paco, as he fed him a handful of corn. "How is it that you are always awake and waiting for me?"

He smoothed the thick fur on the llama's back.

"Come, let me make you beautiful," he said, and Candido lowered his graceful neck so that the boy could reach it. "I wish the sun would hurry and dry the frost on the grass," said Paco. "My feet will be cold as we walk to the pasture."

"Paco, Paquito!" his mother called. "What are you doing—playing with Candido? You should be helping father get ready for the market."

Soon Paco and his father were loading sacks of potatoes on the backs of six sturdy llamas.

"These packs are too heavy, I think," said Paco's father.

No sooner had the llamas felt the weight of the sacks than they sat on the ground.

Father laughed. "These animals are better at weighing burdens than the scales in the village! Bring me another llama, Paco, and we will divide the load."

As Paco walked over to the pen, his father called out, "Bring me your Candido! It is time for him to carry his share."

"But, papa," cried Paco, "he is too young to work!"

"My son, Candido is three years old now," his father said. "He is full-grown. We need him in the herd."

Paco frowned. Candido was his playmate, his pet. He was not like the other llamas.

Father saw that the boy was worried. "We won't load him now, Paco. I have no time to waste this morning. But remember, you must teach your animal that he was meant for more than playing and eating!"

After the sacks were lightened, the llamas got up. They moved with swinging gait down the narrow path to the village, Paco's father behind them.

The boy herded the rest of the llamas into a line. He couldn't stop thinking of his father's words.

Just then his older brothers came by on their way to the fields.

"Look at that!" Alfredo called. "Candido won't leave Paco's side. He won't get in line with the other llamas!"

"He's just like a little dog!" cried Antonio. "A puppy, that's what he is, always playing with Paco! He doesn't even know how to carry a load!"

"Candido is still too young for burdens!" Paco shouted at the two bigger boys. "But he does know how to carry. You just watch!"

He ran back for a half-empty sack of potatoes and placed it on Candido's back. The llama drew up his neck, folded his thin legs under him, and squatted on the ground.

Antonio and Alfredo laughed loudly.

"We are watching, but we see nothing!" Alfredo teased.

"We *men* will have to teach your little dog to be a llama!" Antonio shouted as they walked off to their work.

"Never mind, Candido," said Paco. "I will not let them hurt you." He lifted the sack from the llama's back and stroked him gently between the ears. "Come, my friend, we must go now. Get up."

He gave a low whistle, and the llamas set off along the path up the mountain. Paco followed closely, a slingshot in his hand. When one of the animals strayed, he aimed a stone near its hooves to bring it back in line.

Candido walked close to his master.

"It is true that you do not act like the other llamas," said Paco. "Look, *I* have to help the family, now that I am older. It is time you help too."

They came to a rope bridge high above a river. The llamas crossed it with surefooted steps, following the leader, who wore a bell around his neck.

When they reached the pasture, Paco settled himself against a rock to watch his father's herd. Candido lay down beside him and stretched his neck across the boy's lap.

"You are a beautiful animal," Paco said softly, "and your fur is whiter than the snow

on the mountains. But I must teach you to work now."

Paco pushed the llama aside and stood up. He broke off some branches from a bush of yellow broom, wrapped them in his poncho, and placed the bundle on Candido's back.

The llama shook it off. His black eyes grew round and he spat right at Paco's face!

The boy ducked. Then he smacked Candido on the rear. The other animals looked up from their grazing.

"Oh, Candido!" cried Paco. "I did not mean to hit you. I know llamas spit when they get angry, but how could you do it to me!" He threw his arms around Candido's neck. "Do not be angry with me! I *must* teach you to carry or my brothers will do it for me. And I'm afraid they will hurt you!"

Paco turned away and walked to the edge of the canyon. For a time he stood thinking, looking at the river below, while Candido nuzzled at his side. He began to play on his reed flute, and the tune that he played was a sad one.

Suddenly there was a strange sound like another flute—a thin, high-pitched strain that seemed to come from far away. It did not happen often, but sometimes, when the sun was especially warm or the grass especially sweet, llamas made this noise as they rested. The Indians called it singing.

Candido listened. He turned away from Paco. Then, with graceful steps, he walked over to the other llamas and joined in.

Paco's heart thumped. Candido himself had *wanted* to join the other llamas in their singing. Maybe he would also want to join them in their work.

At last Paco had a plan! He thought of a way to make Candido work with the other llamas. He could hardly wait to get home and tell his father all about it.

The next day was Sunday. Paco was the first one up. As he always did on holidays, he put tassels of newly spun wool on the llamas' ears. But he put no tassels on Candido. Poor Candido! He couldn't help being jealous.

When Paco wasn't looking, Candido went over to a tall brown llama, sniffed at the tuft of red yarn, then yanked it off with his teeth.

"No, Candido, no!" cried Paco, pushing him away.

Just then his father came out of the hut. "Are the sacks too heavy this morning, Paco?" he asked with a twinkle in his eyes.

"Oh, yes, papa. I can hardly lift them," answered Paco, smiling.

They led the herd into a circle and loaded the sacks on the llamas. Candido watched nearby.

All together, the llamas sat down. The sacks *were* too heavy!

Paco looked over at his pet. Would his plan work? Did Candido feel left out because he had no tassels? He called out gently, "Come, Candido. Come."

He gave a low whistle. Slowly, the llama walked over and lay down between two others.

"Look, papa!" cried Paco. "Candido has joined the herd."

Quickly they untied all the sacks, took some grain from each to make them lighter, filled an empty sack, and tied it onto Candido.

Paco whistled again. All the llamas got up —Candido too!

Paco raced over to his pet and hugged him. For a moment he stood with his face nestled in the soft fur. Then from his pocket he took out two beautiful red-wool tassels. "These are for you, Candido," he said.

Father clapped Paco on the shoulder. "I'm proud of you, Paquito! Now we have a new llama to go with us to market."

What a day that was! The whole family set off for the village, Paco leading the way. And right in front of him, at the end of the line of llamas, walked Candido, wearing his tassels of bright-red wool. Nowhere in Peru was there a boy so happy or a llama so proud!

"How Well Did You Listen?" questions *(for first reading)*

Now open your book to page 38. We'll do the "How Well Did You Listen?" exercise the same way as before. I'll read you the beginning of a sentence and four different ways to finish it. One of the four endings will tell what the story really said, and you'll draw a line under it. Are you ready?

Now put your finger on the number 1. Listen carefully as I read.

1 When Paco walked over to the pen where the llamas slept, Candido
   a stood up
   b sat down
   c woke up
   d ran away

   Decide which ending tells what the story really said. Draw a line under that ending. Now put your finger on the number 2. *(After reading each sentence,tell the children to draw a line under the correct ending. Then make sure each child puts his finger on the succeeding number.)*

2 When the llamas felt the weight of the sacks, they
   a spat at Paco
   b shook the sacks off
   c sat on the ground
   d galloped off

3 Because Paco's father told him that Candido would have to carry his share, Paco was
   a angry
   b worried
   c sad
   d happy

4 Paco's brothers made fun of Candido because he
   a played with Paco
   b wouldn't get in line with the llamas
   c didn't know how to carry a load
   d All of the above

5 Paco used a slingshot to
   a shoot birds down
   b keep strangers away
   c bring the llamas back in line
   d All of the above

6 After Paco placed the bundle of branches on Candido's back,
   a Candido spat at Paco's face
   b Candido's eyes grew round
   c Candido shook the bundle off
   d All of the above

7 As Paco was playing his flute, the llamas began to
   a trot down the mountain
   b make a strange, high-pitched noise
   c move gracefully to the music
   d None of the above

8 Because Paco put no tassels on Candido, Candido
   a yanked the red yarn off a brown llama
   b bit Paco on the arm
   c found some tassels and took them to Paco
   d walked back to the pen

9 After Candido joined the herd of llamas, Paco
   a hugged Candido
   b put tassels on Candido
   c raced over to Candido
   d All of the above

10 When the whole family set off for the village,
   a Paco led the way
   b the llamas led the way
   c Paco's father led the way
   d Candido led the way

(Self-scoring and charting progress: *Read the correct answers and let the children score their own work, circling any incorrect answers. Discuss the story and questions with the children and help them chart their progress in their Student Record Books.)*

"Did You Follow the Time Order?" questions *(for second reading)*

Introduction *(for second reading)*

*(Make sure each child has his Student Record Book—*My Own Book*—at hand. The children should not open their books until the end of the story.)*

Do you remember the story you heard about the boy Paco and his pet llama Candido? Can you tell me something you remember about the story? *(Let several children tell what they remember.)* Now listen to the story again, paying attention to the order in which things happen. Try to remember what happened first, what happened next, and so on. *(Read the story or play the tape.)*

Now open your book to page 39. There are five parts in the "Did You Follow the Time Order?" section. Look at part 1. Listen as I read the sentences. Then put a number in each box to show the order in which things happened.

1 [3] Paco's mother scolded him for playing.

[2] Paco stroked the fur on Candido's neck.

[1] Paco walked to the pen where the llamas slept.

Now look at part 2. Listen as I read the sentences. Then number the three sentences according to the correct time order.

2 [3] All the llamas sat down.

[2] Paco and his father loaded sacks of potatoes on the llamas.

[1] Paco's mother told Paco to help his father get ready for the market.

(After reading each part, remind the children of the directions if you think it necessary.)

3 [1] Paco's father said that it was time for Candido to carry his share.

[3] Paco's brothers made fun of Candido.

[2] Paco said that Candido was too young to work.

4 [2] Paco placed a bundle of branches on Candido's back.

[1] The llamas crossed the rope bridge.

[3] Candido spat at Paco.

5 [2] Candido joined the herd.

[3] Paco put two red tassels on Candido.

[1] Candido was jealous because he had no tassels.

(Self-scoring and charting progress: *Read the correct answers and let the children score their own work, circling any incorrect answers. Note that there are still only five possible right answers in this section. In order to count any item correct, the child must have correctly sequenced* all three *statements for that item. Discuss the story and questions with the children and help them chart their progress in their Student Record Books.)*

Listening Skill Builder 13
Comanche

(Listening for cause and effect)

Introduction *(for first reading)*

*(Make sure each child has his Student Record Book—*My Own Book*—at hand. The children should not open their books until the end of the story. Attention pictures are not used after Listening Skill Builder 8.)*

Today you are going to hear a true story about a horse that took part in a famous battle between the United States Cavalry and the Sioux Indians. The horse's name was Comanche, and after the battle he led a very unusual life for a cavalry horse. Listen carefully to learn what happens to the horse and why his life changes as you hear the story "Comanche." *(Read the story or play the tape.)*

Comanche
by Mildred Boyd

It was a June day in 1876. In a vailey by the Little Big Horn River in Montana, a fierce battle was taking place. Led by their commander, Lieutenant Colonel George Custer, 220 soldiers of the Seventh Cavalry of the United States Army were fighting a group of Sioux Indians who outnumbered them. A few miles away, other Seventh Cavalry men had fought off another group of Sioux Indians, and now they headed toward the Little Big Horn River to help their comrades. But when they arrived, it was too late. Custer and his men had made their last stand. They lay dead under the bright sun.

On the battlefield the scattered patches of dusty blue, the splotches of rusty brown were all too clearly seen in the pitiless light of the bright sun. Here and there a mound of sorrel or black or roan marked the place where a horse had died with his master.

Then, down by a clump of bushes, the men saw something move.

A horse, badly wounded, his saddle hanging crookedly, stared with glazed eyes at the rescuers who had come too late.

"It's Comanche!" shouted a trooper. "It's Captain Keogh's horse!"

It was indeed Comanche, the only survivor of the companies that had ridden with Custer against the Sioux Indians at the Little Big Horn River. His master lay dead at his feet, and for two days the gallant horse, more dead than alive, had stood guard over the man who had been his companion for eight long years.

Gently the men of the Seventh Cavalry led the suffering horse back to the Yellowstone River, where a steamer was waiting, and took him back to their fort. For over a year they cared for him as he stood in a sling while his wounds slowly healed.

Then the official order was issued. Comanche was to have a home with the Seventh Cavalry for the rest of his life. He was to have the best of food and care. He was to have a special stall of his own. He was to do no work of any kind, and no one would ever ride him again.

Comanche had more than that. The men of the Seventh gave him their hearts. To them the horse was a living symbol of their lost companions, and they gave him love and affection.

It must have been a wonderful life for a horse who had known little but hard work and danger all his days. He was given the run of the post. When the bugles sounded, he galloped to his old place at the head of I Company. He pranced through the drills as if his beloved captain still held the reins.

He roamed lawns and gardens at will. Any cruelty, even a harsh word, to the old horse would have aroused the anger of the entire regiment.

The old veteran of the Indian wars never lost his dignity. Until his death in 1891, Comanche led the Seventh Cavalry in every parade. He stepped out proudly, head held high, as he carried the only burden he ever bore after that fatal June day in 1876.

Carrying an empty saddle with a pair of cavalry boots reversed in the stirrups, Comanche was a living memorial to the men and horses who had died so needlessly at the Little Big Horn. He was Comanche, sole survivor of Custer's Last Stand!

"How Well Did You Listen?" questions *(for first reading)*

Now open your book to page 40. We'll do the "How Well Did You Listen?" exercise the same way as before. I'll read you the beginning of a sentence and four different ways to finish it. One of the four endings will tell what the story really said, and you'll draw a line under it. Are you ready?

Now put your finger on the number 1. Listen carefully as I read.

1 Custer and his men probably lost the battle because
- **a** the Indians outnumbered them
- **b** they didn't have enough guns
- **c** their horses were killed
- **d** they ran away

Decide which ending tells what the story really said. Draw a line under that ending. Now put your finger on the number 2. *(After reading each sentence, tell the children to draw a line under the correct ending. Then make sure each child puts his finger on the succeeding number.)*

2 The only survivor of those who fought with Custer was
- **a** a dog
- **b** a horse
- **c** Colonel Custer
- **d** Captain Keogh

3 The men who found Comanche had not been with Custer because
- **a** they belonged to a different cavalry
- **b** they were fighting Indians a few miles away
- **c** they didn't know where Custer was
- **d** they were afraid to fight

4 Comanche probably stayed at the scene of the battle because
- **a** he was guarding his dead master
- **b** he didn't know where to go
- **c** he couldn't walk
- **d** he was hungry

5 The men of the Seventh Cavalry decided to
- **a** shoot Comanche
- **b** let Comanche roam free
- **c** nurse Comanche back to health
- **d** give Comanche to the Indians

6 An official order was issued that said that Comanche was to
- **a** have a home with the Seventh Cavalry
- **b** have the best of food and care
- **c** have a special stall of his own
- **d** All of the above

7 The men of the Seventh Cavalry loved Comanche because
- **a** he belonged to them
- **b** he was a kind, gentle horse
- **c** he was a very beautiful animal
- **d** he was a symbol of their lost companions

8 When the bugles sounded at the post, Comanche
- **a** stayed in his stall
- **b** stood and watched the other horses
- **c** pranced through the drills
- **d** ran from the parade ground

9 Until his death, Comanche
- **a** led the Seventh Cavalry in every parade
- **b** was ridden only once a week
- **c** was kept in a barn all the time
- **d** appeared in rodeos

10 After the battle, the only thing Comanche ever carried was
- **a** an army blanket
- **b** an empty saddle and boots
- **c** an officer's child
- **d** a young cavalry officer

(Self-scoring and charting progress: *Read the correct answers and let the children score their own work, circling any incorrect answers. Discuss the story and questions with the children and help them chart their progress in their Student Record Books.)*

"Did You Follow the Time Order?" questions *(for second reading)*

Introduction *(for second reading)*

*(Make sure each child has his Student Record Book—*My Own Book*—at hand. The children should not open their books until the end of the story.)*

Do you remember the story you heard about the cavalry horse named Comanche? Can you tell me something you remember about the story? *(Let several children tell what they remember.)* Now listen to the story again, paying attention to the order in which things happen. Try to remember what happened first, what happened next, and so on. *(Read the story or play the tape.)*

Now open your book to page 41. There are five parts in the "Did You Follow the Time Order?" section. Look at part 1. Listen as I read the sentences. Then put a number in each box to show the order in which things happened.

1 [3] Other cavalrymen rode to the Little Big Horn River.

[1] Custer's men fought the Sioux Indians.

[2] Custer and his men were killed.

Now look at part 2. Listen as I read the sentences. Then number the three sentences according to the correct time order.

2 [2] The men saw something move.

[3] The men found Comanche alive.

[1] The men arrived at the battle too late.

(After reading each part, remind the children of the directions if you think it necessary.)

3 [2] Comanche had a ride on a steamer.

[1] Comanche was led to the Yellowstone River.

[3] Comanche was taken to a fort.

4 [2] Comanche's wounds healed.

[3] Comanche was given a home with the Seventh Cavalry.

[1] Comanche stood in a sling for over a year.

5 [1] Comanche left the sling when he was better.

[3] Comanche died in 1891.

[2] Comanche carried an empty saddle in parades.

(Self-scoring and charting progress: *Read the correct answers and let the children score their own work, circling any incorrect answers. Note that there are still only five possible right answers in this section. In order to count any item correct, the child must have correctly sequenced* all three *statements for that item. Discuss the story and questions with the children and help them chart their progress in their Student Record Books.)*

Listening Skill Builder 14
The Two-Thirty Bird

(Listening to learn the result)

Introduction *(for first reading)*

*(Make sure each child has his Student Record Book—*My Own Book*—at hand. The children should not open their books until the end of the story. Attention pictures are not used after Listening Skill Builder 8.)*

Did you ever hear of a clock with a bird in it —the kind that's called a cuckoo clock? Well, in today's story a boy named Jones gets such a clock from his father. Now, most cuckoo clocks make many sounds to mark the hours of the day. But Jones's clock was different. In fact, it was a rather strange clock. It ran all day without a sound, but behaved differently at night. In the story Jones's family don't think much of the clock, but Jones believes that one day the bird in the clock will make noise the way it's supposed to. Listen carefully to the story to learn what happens one night to make Jones's family change their minds about the bird. Pay close attention to learn why the bird becomes a hero. Now let's hear the story, "The Two-Thirty Bird." *(Read the story or play the tape.)*

The Two-Thirty Bird
by Sam Vaughan

Jones, who was not yet a very big boy, sat staring at a box. It was about the shape and size of a shoe box, with something heavy inside. It was a present his father had brought home from work.

"I found it in an old dusty store," said his father. "Well, aren't you going to open it?"

"He will," said Jones's mother.

"What are you waiting for?" said his older brother, Digger.

Jones sat and looked and turned the box in his hands. Then he shook it.

They heard a faint and funny sound, like a tinny gong.

Jones opened the package. Great! he thought when he looked inside.

"Thank you," he said. "I always wanted a clock."

"You *did?*" His father was quite surprised.

"Yes. But I didn't know it until now," said Jones.

His father reached into the box. "This clock comes from the Black Forest, in Germany."

"I thought it came from an old dusty store," said Jones.

"Well, it did," his father answered. "What I mean is that before it got to the store it was made in Germany. Want to see something?"

Then, using one finger, Jones's father began to move the clock hands around carefully. When the hands pointed to seven o'clock, he stopped.

Nothing happened.

"Here, let me try," said Digger. He began to whip the hands around faster and faster, but nothing happened. Jones pulled Digger's arm away.

Then, very gently, Jones moved the hands farther—past twelve o'clock, one o'clock, and two o'clock. At a point after two o'clock—at exactly two thirty, in fact—there was a buzzing inside, and a click. Two small doors at the top of the clock opened, and a tiny bird stood in the doorway.

The gong sounded, too, to announce the bird's appearance, a sort of flat, tinny *bonk,* like tapping on the end of an empty metal can.

"Oh," said Jones's mother. "A cuckoo clock."

"Oh, fine," said his father. "There's Mr. Cuckoo himself."

"Oh, no," said Digger. "That's a silly-looking duck. When is he going to coo-coo?"

Jones looked and looked. After a moment he said, "No. He isn't a duck—and he isn't a cuckoo."

The bird made no sound at all. There was only a thin little squeak as he disappeared back into the carved wooden house.

"Maybe he swallowed a mouse," said Jones's father.

"Maybe the clock needs oil," said his mother.

"Maybe that bird's sick," said Digger. "He probably came from Germany by boat, and he's sick at his stomach."

No more noises of any kind were heard. "Well, no matter," Jones said to himself. "He'll probably make a noise one day."

At bedtime Jones carried the clock upstairs, put it down carefully on a table, and jumped into bed. Then he dropped off to sleep.

The next morning Jones woke at about six o'clock. He slipped out of bed, tiptoed down into the basement, came back upstairs as softly as a cat walking on a rug, and—smash! bang! crash!—hammered a nail into the wall.

Everyone woke up instantly. But, deciding that Jones was hanging the clock, they all groaned and went back to sleep.

All morning, from six fifteen on, Jones watched and waited. The clock didn't tick; the bird didn't appear.

From then on, that was the way it went. The clock ran all day, but it made no sound. Sometimes it would bonk the half-hour. Sometimes it would creak a bit.

During the night, however, the clock and the bird behaved differently.

At some time in the middle of the night the bird would come out. Digger said it was always two thirty, because he stayed awake once to time it. For the rest of the night the clock would bonk the hours more or less regularly. Mostly less.

"I'll take that stupid bird back!" Jones's father would shout each morning. "It's too quiet, and that clock's too tinny and noisy. Who ever heard of a cuckoo that only comes out at night? You never get a chance to get used to it!"

"He's a night owl perhaps," said Jones's mother.

"He's a cuckoo, all right," said Digger. "I never saw a bird more cuckoo."

"He's not a night owl, and he's not cuckoo," Jones said, adding that the bird would make a sound one day.

Then, not one day but late one night, something happened and the bird did make a noise.

The trouble began after everyone had gone to sleep. In a far corner of the basement a bright white spark jumped in the darkness.

It started next to a wire near the workbench, and it landed in a paintbrush. There it made a little puff of smoke. Then a glow. And soon—fire. In minutes the fire began to spread.

Upstairs, Jones and his family slept.

Every pair of eyes in the house was closed, except one. The bird's eyes shone in the purple dark.

He had probably come out to mark the hour of two thirty, Jones thought as he wakened for just a second. Sleepily, he wondered if he really saw the bird standing there before the open doors.

As for what happened next, Jones could never remember later whether he had fallen asleep again or not. He sat up, fully awake. The bird popped back into the house and slammed the doors.

Everything was silent again, except for a stray tick or two.

Tick. Tick, tick.

Then a whirring began within the clock, the doors flew open, and the bird came bursting out. He flew back and forth into and out of the clock, doors flapping and slapping, and all the stored-up sounds on earth came rushing into the night air. The crow of a rooster. A caw like a crow. The rattle of a duck flying high over a lake. Then came the hoot-hoot-hoot of an owl, the screech of a gull, and mixed in somewhere, low but loud, was the cooing of a pigeon. Meanwhile the clock was busily bonging away *all* the hours.

When these noises reached Jones's father and mother and brother, they woke up.

As they crowded into the room, Jones's father roared, "What's going on here?"

At that moment he sniffed the air. "Smoke!" he said, racing for the basement.

Digger and Jones dashed after him. When their father opened the door, they all saw the dancing, dangerous fire. He shut it quickly, bundled Jones and his mother and his brother into their blankets and out onto the street.

One of their neighbors opened a window and called out angrily, "If you don't stop all that shouting and singing and noise, I'm going to call the police!"

"Call the Fire Station instead, would you?" said Jones's father. "My house is burning down."

The firemen arrived in a hurry and put out the fire in no time.

"It's a good thing you woke up," said the fire chief.

"Yes," said Jones's family, "a very good thing." They were beginning to giggle.

"I'm afraid these birds have all gone a little cuckoo," the chief said to the nearest fireman. At this, Jones's family laughed and laughed until tears ran down their cheeks.

When the firemen left, Jones and his family headed upstairs. There on the wall hung the clock. Not a sound came from it. Its doors were closed.

Jones's father said, "Well, whether he's cuckoo or not, I think he's perfectly beautiful."

"Cuckoo?" Jones said. "He's a hero."

"Now, come on," Digger began, "you don't really think . . ." He looked at his father. He looked at his mother. He looked down at Jones. "You don't mean that you think this crazy bird woke us up on purpose!"

"Shhh," Jones said, "he'll be out in a moment. It's almost three thirty."

There was a slight creaking within the clock. Bit by bit the doors slid open, and the bird was in front of them.

"Well," said Jones, "he's no cuckoo." His family nodded.

"I think he's a part eagle," said Jones.

The family stared at the bird. Up close, it was easy to see that he looked most like a tiny, fierce eagle.

The wheel inside whirred again, the clock bonked three thirty-three, the ticking started, and the bird backed into the clock.

Jones and his family were all very tired, so they all went to bed.

Thereafter the bird tended strictly to business. He never said "cuckoo," and yet he was always on the job at the right time. Well, all right, if not always, then nearly always.

"How Well Did You Listen?" questions *(for first reading)*

Now open your book to page 42. We'll do the "How Well Did You Listen?" exercise the same way as before. I'll read you the beginning of a sentence and four different ways to finish it. One of the four endings will tell what the story really said, and you'll draw a line under it. Are you ready?

Now put your finger on the number 1. Listen carefully as I read.

1 When Jones shook the box with the present,
- **a** the clock fell apart
- **b** there was a faint sound, like a tinny gong
- **c** his brother started to laugh
- **d** there was a loud noise, like an auto starting

Decide which ending tells what the story really said. Draw a line under that ending. Now put your finger on the number 2. *(After reading each sentence, tell the children to draw a line under the correct ending. Then make sure each child puts his finger on the succeeding number.)*

2 Jones gently moved the hands of the clock and
   a the bird came out
   b the gong sounded
   c a buzzing and a click were heard
   d All of the above

3 As the bird disappeared into the clock,
   a it made no sound at all
   b loud noises were heard
   c it said, "Cuckoo!"
   d Jones closed the door

4 When Jones hammered a nail to hang the clock,
   a some pieces of the wall fell down
   b he mashed his thumb
   c his family woke up
   d the neighbors became angry

5 The bird usually came out
   a the first thing in the morning
   b at two thirty in the afternoon
   c at twelve noon
   d at some time in the middle of the night

6 The fire began in the
   a kitchen
   b basement
   c dining room
   d living room

7 The only pair of eyes in the house that were open when the fire started were
   a Digger's
   b Jones's
   c the bird's
   d None of the above

8 Jones's family woke up because
   a the clock began making loud noises
   b they smelled smoke
   c the cat outside was howling
   d Jones woke them up

9 When Jones's father saw the fire, he bundled his family in blankets and
   a called the fire department
   b made them put out the fire
   c sent them out to the street
   d ran down to the basement

10 The only one in the family who didn't think the bird had awakened them on purpose was
   a Jones's mother
   b Digger
   c Jones
   d Jones's father

(Self-scoring and charting progress: *Read the correct answers and let the children score their own work, circling any incorrect answers. Discuss the story and questions with the children and help them chart their progress in their Student Record Books.)*

"Did You Follow the Time Order?" questions *(for second reading)*

Introduction *(for second reading)*

*(Make sure each child has his Student Record Book—*My Own Book*—at hand. The children should not open their books until the end of the story.)*

Do you remember the story you heard about the unusual clock with the bird inside? Can you tell me something you remember about the story? *(Let several children tell what they remember.)* Now listen to the story again, paying attention to the order in which things happen. Try to remember what happened first, what happened next, and so on. *(Read the story or play the tape.)*

Now open your book to page 43. There are five parts in the "Did You Follow the Time Order?" section. Look at part 1. Listen as I read the sentences. Then put a number in each box to show the order in which things happened.

1 [2] Jones's father moved the clock's hands around and around.

[3] Digger moved the hands around and around.

[1] Jones's father bought him a present.

Now look at part 2. Listen as I read the sentences. Then number the three sentences according to the correct time order.

2 [3] Jones's father wanted to take the clock back.

[1] Jones carried the clock to his room.

[2] The family noticed that the bird came out mostly at night.

(After reading each part, remind the children of the directions if you think it necessary.)

3 [2] A spark started next to a wire in the basement.

[1] Everyone had gone to sleep for the night.

[3] The fire began to spread.

4 [1] The bird came out of the clock.

[2] The clock began making all kinds of noises.

[3] Jones's family woke up.

5 [3] Firemen came and put out the fire.

[1] Jones's family went out to the street.

[2] A neighbor shouted angrily.

(Self-scoring and charting progress: *Read the correct answers and let the children score their own work, circling any incorrect answers. Note that there are still only five possible right answers in this section. In order to count any item correct, the child must have correctly sequenced* all three *statements for that item. Discuss the story and questions with the children and help them chart their progress in their Student Record Books.)*

Listening Skill Builder 15
The Birth of an Island

(Listening for details)

Introduction *(for first reading)*

*(Make sure each child has his Student Record Book—*My Own Book*—at hand. The children should not open their books until the end of the story. Attention pictures are not used after Listening Skill Builder 8. Have a map or globe handy so that the children can place Iceland and the island of Surtsey.)*

Probably all of you know that an island is a body of land that has water all around it. But not many persons have ever seen an island forming, or taking shape. In the story you are about to hear, some men on a fishing boat are lucky enough to see such a sight. Listen carefully to this true story, "The Birth of an Island," and pay attention to learn where the island was, who saw it, and how it grew and changed. *(Read the story or play the tape.)*

The Birth of an Island
by Mary George

It was early one November morning in 1963. About four miles off the coast of Iceland, the crew of a fishing boat finished laying some lines to catch fish. Then they went below deck for a cup of coffee. The ship's engineer, going up on deck again, noticed a strange, unpleasant smell in the air, but he gave little thought to it. A few minutes later the ship's captain went on deck, and he noticed a bad smell too—an odor like sulfur. But that was all. The captain went back below and lay down to get some sleep.

Minutes later the ship's cook noticed that the ship was rolling in a strange way. Then he saw a large dark shape off to the south. Was it land? No; looking again, he saw that it was a dark cloud of smoke on the ocean's surface. A ship on fire! The cook ran below and woke the captain, who hurried to the deck.

The captain studied the "fire" through his binoculars. There was smoke, all right, but it was coming right up out of the water! There wasn't any burning ship to be seen. By now the men could see tall columns of smoke rising from the ocean, and their boat was pitching back and forth, for the water had grown strangely rough.

The fishing boat drew closer to the smoke-clouded area, still keeping a safe distance. Now there were the sounds of explosions. More and more smoke could be seen, and stones were flying out of the smoke, and there were flashes of light. The explosions grew louder, and the color of the sea turned from its normal blue green to a dark, muddy brown. Streaks of flame zigzagged through the smoke.

The captain had a good idea of what was happening. He decided it must be an underwater volcano—and he was right. Far down below the waves, a big crack had opened in the ocean floor. And from deep inside the earth the hot melted rock called lava was being thrown up to the ocean's surface. Gas, steam, and ashes came, too, causing the air to seem filled with smoke. Meanwhile, under the water, cooling rock and ashes were piling up on the ocean's floor around the crack. A small mountain was beginning to grow beneath the waves.

By nightfall the sea and sky glowed with a fiery light. Red-hot lava was belched into the air like balls of fire and fell back, steaming, into the water. Meanwhile the underwater pile of cooling rock and ashes continued to grow.

By the next night the mountain on the ocean's floor had grown so big that its top was showing like a small dark hill above the water. A new island had been born in the waters of the North Atlantic Ocean!

Many islands have been created in exactly this way. An undersea volcano will hurl lava up from inside the earth, building a pile of rock and ashes on the ocean's floor. And when the top of that pile finally rises above the water, it is an island. For that's what islands are. They aren't bits of land that float on the water. They are the tops of high hills and mountains that rise from the ocean's floor and poke their tops out of the water.

But most of the islands in the sea were created thousands or even millions of years ago—and rarely was anyone around to watch. What was special about this one was that men were nearby when it began. For those fortunate men who were able to watch an island rise where none had been before, it was almost like being present at the earth's first fiery creation.

The opening in the ocean's floor was given a name by the Icelandic government. They called it Surtur, using the name of a giant in the legends of the Norse people. Surtur the giant brought fire from the south, so his name seemed a good one. The island itself was named Surtsey.

Surtsey continued to grow and change its shape for more than two years. Things would quiet down and seem to stop for days or even months at a time. But then more smoke would rise and lava would pour out, flow over the island, and fall sizzling into the sea, changing the island's size and shape a little each time. By June 1966 steam was still coming out of cracks in Surtsey's surface, but the black, rocky island seemed to have stopped growing. Meanwhile the sea was doing its part to shape and reshape the island—breaking off pieces, creating cliffs and slopes, and wearing away at the soft places.

At first the island was bleak, black, and barren. But life came to Surtsey in a surprisingly short time. Even while the land was still hurling red-hot lava into the air, birds began to use it as a stopping place, warming their feet on its rocks. In 1964, men found a baby seal resting on the island while its mother swam nearby; and flies and butterflies were observed around the island too. Ocean currents brought seeds from far away, and in June 1965 the first flower was seen blooming on the island. The land still had no

green covering; it was black and rocky. But as the years passed there would no doubt be soil, and the island would one day be clothed with green plants.

In 1965, too, a small house was built on Surtsey by scientists. Today men from many parts of the world travel there to study Surtsey, one of the world's youngest islands, born of a volcano deep in the sea.

"How Well Did You Listen?" questions *(for first reading)*

Now open your book to page 44. We'll do the "How Well Did You Listen?" exercise the same way as before. I'll read you the beginning of a sentence and four different ways to finish it. One of the four endings will tell what the story really said, and you'll draw a line under it. Are you ready?

Now put your finger on the number 1. Listen carefully as I read.

1 The new island appeared in the ocean near
- **a** New Zealand
- **b** Iceland
- **c** Greenland
- **d** England

Decide which ending tells what the story really said. Draw a line under that ending. Now put your finger on the number 2. *(After reading each sentence,tell the children to draw a line under the correct ending. Then make sure each child puts his finger on the succeeding number.)*

2 The ship's engineer noticed that
- **a** there was a strange, unpleasant smell
- **b** the sea was becoming calmer
- **c** the sea gulls were crying loudly
- **d** the crew was becoming restless

3 The cook noticed that
- **a** there was an island to the north
- **b** there was a fire below the deck
- **c** the ship was rolling strangely
- **d** the ship was sinking

4 The cook thought the dark cloud of smoke was
- **a** a ship on fire
- **b** an island forming
- **c** a flock of seabirds
- **d** a hurricane

5 As the fishing boat came closer to the smoke, the crew
- **a** became very frightened
- **b** saw that it was a ship on fire
- **c** heard the sounds of explosions
- **d** saw a monster rising from the sea

6 Islands in the ocean are
- **a** tops of high hills that rise from the ocean floor
- **b** bits of land that float on the water
- **c** tree-covered areas on the water
- **d** piles of seaweed that grow out of the water

7 The island of Surtsey is special because
- **a** it was formed thousands of years ago
- **b** it was the largest island ever formed
- **c** trees began to grow on it quickly
- **d** men were there to watch it form

8 The name Surtsey came from the name of
- **a** a giant in the legends of the Norse people
- **b** the man who first sighted the island
- **c** the man who first explored the island
- **d** the country closest to the island

9 After the island first appeared,
- **a** it stopped growing
- **b** it became smaller and smaller and finally disappeared
- **c** its shape kept changing
- **d** None of the above

10 By June 1965, Surtsey
- **a** had nothing living on it
- **b** had one flower blooming on it
- **c** had a green covering
- **d** had trees growing on it

(Self-scoring and charting progress: *Read the correct answers and let the children score their*

own work, circling any incorrect answers. Discuss the story and questions with the children and help them chart their progress in their Student Record Books.)

"Did You Follow the Time Order?" questions *(for second reading)*

Introduction *(for second reading)*

*(Make sure each child has his Student Record Book—*My Own Book*—at hand. The children should not open their books until the end of the story.)*

Do you remember the story you heard about the island of Surtsey? Can you tell me something you remember about the story? *(Let several children tell what they remember.)* Now listen to the story again, paying attention to the order in which things happen. Try to remember what happened first, what happened next, and so on. *(Read the story or play the tape.)*

Now open your book to page 45. There are five parts in the "Did You Follow the Time Order?" section. Look at part 1. Listen as I read the sentences. Then put a number in each box to show the order in which things happened.

1 [2] The crew went below the deck for coffee.

[1] The crew finished laying some fishing lines.

[3] The ship's engineer came up on deck.

Now look at part 2. Listen as I read the sentences. Then number the three sentences according to the correct time order.

2 [3] The crew heard sounds of explosions.

[2] The ship began pitching back and forth.

[1] The cook saw a dark shape to the south.

(After reading each part, remind the children of the directions if you think it necessary.)

3 [2] Hot melted rock was being thrown up.

[1] A crack had opened in the ocean floor.

[3] A mountain was beginning to form.

4 [3] The island's size kept changing.

[1] The top of the mountain began to show above the water.

[2] The island was named Surtsey.

5 [3] A flower was found blooming on the island.

[2] Some men found a baby seal on the island.

[1] The island was bleak and not a thing grew there.

(Self-scoring and charting progress: *Read the correct answers and let the children score their own work, circling any incorrect answers. Note that there are still only five possible right answers in this section. In order to count any item correct, the child must have correctly sequenced* all three *statements for that item. Discuss the story and questions with the children and help them chart their progress in their Student Record Books.)*

Listening Skill Builder 16
The Good-for-Nothing Prince

(Listening for details)

Introduction *(for first reading)*

*(Make sure each child has his Student Record Book—*My Own Book*—at hand. The children should not open their books until the end of the story. Attention pictures are not used after Listening Skill Builder 8.)*

Most people learn to read and write when they're children. But the prince in today's story still doesn't know how to read and write even though he's a young man. You see, he's very lazy. But one day his father, the king, decides to change his son into a proper prince. Listen carefully to learn how this happens and what kinds of adventures the prince has after he meets a beautiful princess. Pay close attention so that you understand why the prince makes up his mind to learn how to read and write. Most of all, listen carefully to find out how the story, "The Good-for-Nothing Prince," ends. *(Read the story or play the tape.)*

The Good-for-Nothing Prince
by Jay Williams

King Baladin of Paladur looked out a window and gave a roar.

"Guards!" he shouted. "Send me my high wizard!"

Soon, Talapic the wizard entered. "Yes, Your Majesty," he said.

"Look out that window," commanded the king, "and tell me what you see."

Talapic did so. "Grass, trees, flowers," he droned, "a lake, a lawn chair, His Highness Prince Palagon—"

"Stop right there," said the king. "What is the prince doing?"

"Why, nothing, Your Majesty," said Talapic in surprise.

"Exactly! *Right!* Nothing!" screamed the king. "And what kind of prince is he if he does nothing?"

It was not absolutely true to say that Prince Palagon was doing nothing. He was, as a matter of fact, counting butterflies.

He was a tall, handsome young man, every inch a prince. The only trouble was that he was lazy and gluttonous and could neither read nor write.

King Baladin walked over to join the wizard at the window.

"Look at him," he grumbled. "What sort of king will he make for Paladur when I am gone?"

"Not a very good one," Talapic admitted sadly.

"Correct," said the king. "You are going to change him."

"Change him into what?" asked Talapic.

"Not into anything," said the king. "You are going to change his mind about things, so that he becomes a proper prince."

Talapic took his magic wand out of his pocket. He was a little worried. In all his years of wizardry he had changed many things. He had changed a robber into a toad and a bird into a princess. He had changed an old shirt into a golden suit and a dragon into a worm. But he had never changed anyone's mind.

He pointed his wand at the prince and uttered a long spell in old magic.

Prince Palagon disappeared, lawn chair and all.

"Well?" snapped the king. "What now?"

"Er—ah—um—that's only the first step," stammered Talapic. "I must now go up to my room and begin on the second step."

He hurried to the top of the castle and began searching through his magical books to see if he could find out what had happened.

Prince Palagon realized that something was wrong. The sky had turned into a stone ceiling. There were no more butterflies. Instead, a beautiful girl with long brown hair was bending over him.

"At last!" she cried. "You are here!"

"Where is here?" asked Palagon.

"Don't you know?" said the girl. "This is the Lonesome Tower."

The prince sat up. Sure enough, he was in a small room whose windows looked out above the branches of trees.

"I am the Princess Ola," said the girl. "And now you can rescue me."

"Why?" Palagon asked with a yawn.

"What do you mean, why?" said Ola. "I'm being held prisoner by Sordilla the sorceress. You're a prince. You've *got* to rescue me."

Palagon closed his eyes. "I'll think about it," he said.

Shortly the door opened. A tray of food quietly came in with no one carrying it. It settled on the table.

Ola seized the tray and threw it out the window.

"You may stay here," she said to Palagon, "but you won't get anything to eat."

Palagon began to feel very uncomfortable. Slowly he realized that he was hungry. He had never been hungry before. It became so unpleasant that at last he said, "Very well. I'll rescue you. Let's go."

Quickly, Ola packed a small suitcase. "I'm ready," she said.

From the window Palagon saw that the sides of the tower were too smooth for climbing. So he cut the canvas from his lawn chair into strips, tied them together, and soon had a tough but slender rope. He fastened one end to a chair.

"I'll go down first," he said, "so that if you fall, you can fall on me."

"I'm not afraid," said Ola.

Down they climbed, one after the other. At the bottom they plunged into the thick forest that grew about the tower.

They walked for a long time. As the moon was rising, they came to a clearing. Palagon gathered some wood and built a fire.

"Go to sleep," he said to Ola. "I'll stay awake and keep the fire going so that we'll be safe from wild animals."

But for all his good intentions, Palagon's eyes closed and he fell asleep.

He and Ola were just waking when the witch Sordilla came running through the woods. She rushed into the clearing and grabbed Ola by the wrist.

"Help!" cried Ola as she was dragged away.

"Stop! Let her go!" shouted Palagon.

"If you want her," Sordilla answered, "you must come and get her." Then she paused and waved her hand. Between herself and the prince rose a high white hill.

Palagon tried to climb it. His feet sank deeply into it so that he could barely move.

It was a hill of whipped cream! Palagon forgot everything as he tasted it. Soft and sweet, it billowed around and above him.

Then he remembered Ola's unhappy face as the witch dragged her off.

He drew back, wondering how to get over the hill. He looked about and saw Ola's suitcase. He threw it open. Inside he found a large ball of heavy cord. At once he had an idea.

He cut two willow branches with his dagger. He bent them into hoops and tied them tightly. He knotted long pieces of cord over each of the hoops until, when he was done, he had a pair of rough snowshoes. He tied them to his feet and up the hill of whipped cream he went and down the other side.

He took off the snowshoes and began to run.

Ahead of him he saw Sordilla pulling Ola along. Palagon ran faster.

The sorceress let go of Ola, who staggered and fell to the ground. Palagon sprang upon the witch and caught her by the neck.

There came a flash of lightning. When Palagon could see again, he found himself in a room with seven walls. In each wall was a door. But he still clung fast to Sordilla's neck.

"I will be fair," said Sordilla. "Each of these doors is plainly marked with what is behind it. One of them will lead you out to freedom and the princess. The other six will

lead you to destruction. You have only to read what is written on them."

Palagon let go of her. He gazed at the seven doors in dismay, for he could not even read his own name.

He walked slowly forward and put his hand on the handle of one door. DRAGON INSIDE, it said, but to him the words were just squiggles.

He let go of the handle and turned to another door. This said TIGERS HERE.

"If only I could read," Palagon groaned.

He looked from door to door.

"Oh!" he cried. "Why was I so foolish? Why did I waste so much time? Oh, me! Oh, dear, oh—!"

As he spoke, he noticed that on one of the doors there was a letter that seemed to shape itself to what he was saying. It looked like a round mouth, saying "Oh."

He went closer and squinted at it. It did, indeed, look *O*-ish.

"This is a short word," he said. "Perhaps it says *Ola*.

"Well," he said, "I must just take a chance."

He seized the handle firmly and opened the door.

He was outside. There stood Ola, smiling at him in the sunshine. Behind him, with a shriek, Sordilla vanished and her tower with her.

Palagon and Ola walked through the forest to the nearest town. There they found horses and rode first to the kingdom of Ola's father.

They were met with great rejoicing, and soon they were married. Then, with the king and queen and many courtiers and soldiers, they rode to Paladur.

King Baladin welcomed his son and his new daugher-in-law with open arms. He looked his son up and down.

"You are changed, my son," said King Baladin happily.

At dinner King Baladin said, "It was lucky, my boy, that though you cannot read, you were able to guess the right door."

"Tomorrow I will begin my lessons," Palagon replied. "But I will never forget the first word I ever learned—the name of my dear wife."

He smiled at her. "Although I cannot write," he said, "I remember the shapes of those letters, for they were very simple."

He dipped his finger in wine and traced three shapes on the palm of his other hand.

"There," he said. "OLA."

Ola put her hand over his. "No, my dear," she said. "You were luckier than you know. The word was OUT."

"How Well Did You Listen?" questions *(for first reading)*

Now open your book to page 46. We'll do the "How Well Did You Listen?" exercise the same way as before. I'll read you the beginning of a sentence and four different ways to finish it. One of the four endings will tell what the story really said, and you'll draw a line under it. Are you ready?

Now put your finger on the number 1. Listen carefully as I read.

1 Prince Palagon was every inch a prince except that
- **a** he was lazy and gluttonous and couldn't read or write
- **b** he was very sickly
- **c** he hated the palace he lived in
- **d** he wasn't at all handsome

Decide which ending tells what the story really said. Draw a line under that ending. Now put your finger on the number 2. *(After reading each sentence, tell the children to draw a line under the correct ending. Then make sure each child puts his finger on the succeeding number.)*

2 The king wanted Talapic the wizard to
- **a** change the prince into a horse
- **b** do magic tricks for a feast
- **c** change the prince's mind about things
- **d** ride to town to get fresh bread

3 Prince Palagon landed in Lonesome Tower because
- a he had always wanted to go there
- b Talapic had put him there through a spell
- c the king had sent him there
- d he liked to count the butterflies in the tower

4 Prince Palagon finally decided to save the princess because he
- a wanted to do a noble deed
- b loved the princess and wanted to marry her
- c wanted to fool the sorceress
- d was hungry and found this feeling unpleasant

5 Palagon and Ola escaped from the tower by
- a climbing down with a rope Palagon had made
- b running quickly out the back door
- c walking very quietly down the stairs and out the door
- d None of the above

6 The witch tried to stop Palagon by making
- a a river of melted butter
- b a big, fire-breathing dragon
- c a hill of whipped cream
- d a wall of fire

7 After Palagon grabbed the witch, he found himself
- a in a room with seven walls
- b in the dungeon of his father's castle
- c back in the castle garden
- d asleep in the forest

8 Palagon was scared when he had to read the signs on the doors because he
- a couldn't see the doors clearly
- b didn't trust the witch's signs
- c didn't want to save the princess
- d couldn't read or write

9 Palagon opened the right door because he
- a thought the sign said OLA
- b had read the signs on the other doors
- c got the witch to tell him which door was right
- d None of the above

10 The sign on the door that Palagon opened said
- a OLA
- b DRAGONS
- c OUT
- d HOME

(Self-scoring and charting progress: *Read the correct answers and let the children score their own work, circling any incorrect answers. Discuss the story and questions with the children and help them chart their progress in their Student Record Books.)*

"Did You Follow the Time Order?" questions *(for second reading)*

Introduction *(for second reading)*

*(Make sure each child has his Student Record Book—*My Own Book*—at hand. The children should not open their books until the end of the story.)*

Do you remember the story you heard about the good-for-nothing prince? Can you tell me something you remember about the story? *(Let several children tell what they remember.)* Now listen to the story again, paying attention to the order in which things happen. Try to remember what happened first, what happened next, and so on. *(Read the story or play the tape.)*

Now open your book to page 47. There are five parts in the "Did You Follow the Time Order?" section. Look at part 1. Listen as I read the sentences. Then put a number in each box to show the order in which things happened.

1 [2] Talapic noticed the prince was doing nothing.

[3] The king told Talapic to change the prince's mind.

[1] The king called for his high wizard.

Now look at part 2. Listen as I read the sentences. Then number the three sentences according to the correct time order.

2 [3] Talapic started to search through his magical books.

[1] Talapic pointed his wand at the prince.

[2] Prince Palagon disappeared.

(After reading each part, remind the children of the directions if you think it necessary.)

3 [1] Prince Palagon landed in Lonesome Tower and met Ola.

[3] Palagon told Ola he would rescue her.

[2] A tray of food entered the room.

4 [2] Palagon built a fire in a clearing.

[3] Ola and Palagon fell asleep.

[1] The prince and princess plunged into the thick forest.

5 [3] Palagon went to the kingdom of Ola's father.

[1] Palagon caught the witch by the neck.

[2] The witch and her tower disappeared.

(Self-scoring and charting progress: *Read the correct answers and let the children score their own work, circling any incorrect answers. Note that there are still only five possible right answers in this section. In order to count any item correct, the child must have correctly sequenced* all three *statements for that item. Discuss the story and questions with the children and help them chart their progress in their Student Record Books.)*

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Part Three
Reference and Resource Section

ANSWERS TO COMMON QUESTIONS

When Should the SRA READING LABORATORY Program Be Started?

In most grades, teachers have found it useful to begin the READING LABORATORY program early in the school year so that increased efficiency built by Laboratory work can be put to use in all school subjects during the remainder of the year. First-graders, however, are not likely to be ready to enter *Reading Laboratory 1a* until the second half of the year, when most class members have developed sufficient word-attack skills to read primer-type materials independently. Thus *Reading Laboratory 1a* is an exception to the general rule.

Why Not Spread the Power Builder Program through the Year?

You may wonder why it is not recommended that the Power Builder program be spaced so that sessions occur, say, once a week through the school year. Spacing is not recommended because the principle of reinforcement could not operate in a once-a-week schedule. When practice periods are close together, there is a carry-over of learning from one day to the next. When practice periods are too far apart, carry-over is lessened and children tend to forget the procedures to follow as well as the information learned. During the early stages of a learning process especially, practice is most efficient when closely spaced. Hence the recommendation that Laboratory sessions be held daily at first, then perhaps two or three times a week, over a fairly concentrated period. Bear in mind that individual students may work with Power Builders for varying lengths of time, and you may choose to have the entire group resume use of Power Builders for a few weeks toward the end of the year as reinforcement.

What If the Class Has Used a READING LABORATORY Before?

If the class used a Laboratory last year, you will probably know at what levels the students completed their work. It is recommended, nonetheless, that you conduct Starter Sessions to establish new starting levels for this year's program. If Laboratory work was completed early in the year, students may have progressed beyond their finishing levels. If it was completed late in the year, the so-called summer slump may have affected performance since. In either event it will be appropriate to establish new starting levels. Pupils who are familiar with READING LABORATORY materials and procedures will not require as much time in Orientation Sessions and other introductory work as those to whom the Laboratory system is new.

What Factors Determine the Difficulty of the Color Levels?

Power Builders increase in length with each color level. Average sentence length increases, as does vocabulary load. These factors are carefully controlled by means of readability formulas. Each numerical designation (such as 1.6) refers to a fixed point on an arbitrary scale of those factors that can be quantified: the number of sentences and the number of syllables in a given span of words. As every teacher knows, however, readability consists in more than a word and syllable count. It derives equally from the familiarity of sentence patterns, concepts, and ideas; from clarity and directness of expression; and from the interest or excitement evoked by the subject matter. The readability formula, by controlling word and sentence length, automatically serves to ensure that certain kinds of language complexity cannot occur at certain levels. Other, less quantifiable facets of readability, however, such as those cited, are controlled by sensitive editorial selection, adaptation, and judgment. Note that as the difficulty of the reading selections increases, the comprehension checks and word-skill exercises also become more complex mechanically and demand increasingly sophisticated kinds of thinking. The teacher will find further detail in the booklet *Individualized Learning through the Reading Laboratory Series,* which also provides a comprehensive view of how *Reading Laboratory 1c* fits into the entire READING LABORATORY series.

What about Grading?

It is recommended that a student's READING LABORATORY work be ungraded; the Progress Charts should tell the story. If a student is reading successfully at a low level, how can he be given a poor grade when the work is the best he can do? On the other hand, he certainly should not be led to consider himself an above-average student, only to find later that he compares unfavorably with many of his peers. If a grade is necessary, a dual grading system might be used—one grade for effort and another for realistic ranking of functional ability. Such a system might prove useful not only for slow students but also for superior students who do only average work because of lack of effort.

What about Record Keeping?

Because the READING LABORATORY program is learner-directed, the teacher need enter no scores, correct no papers, and keep no records. The student can do all the necessary record keeping in his Student Record Book. The Student Record Book becomes an invaluable guide to the diagnosis of reading difficulties and to the progress and long-range educational potential of each student. Many schools therefore retain the covers of the Student Record Books and pass them along to the students' new teachers at the start of the next school year. Thus new teachers have a complete record of what level each student started in and how many levels he progressed through. Eventually these records are placed in each student's cumulative record folder. The more detailed analysis provided by the Diagnostic Conference Record can be preserved and passed along in this same way. (The Diagnostic Conference Record is the sole record form requiring entries by the teacher; the entries are minimal, and the form is provided as an optional convenience.)

What about Competition and Cheating?

Competition and cheating are closely related problems. If a child takes advantage of the Key Card's ready availability to copy answers, or if he otherwise falsifies his scores, it is likely that he does so in an effort to keep up with his classmates or get ahead of them.

The cultural patterns in some school communities are such that a child may feel chagrin at being at the Orange Level, say, while his friends are already working in Gold or Brown or some higher level.

For this reason it is important in the initial Orientation Session, when you introduce the children to the Laboratory, that you put across the idea that the Laboratory does not involve a race between classmates—that different children *will be* in different color levels because children differ and because the Laboratory provides each child with material that is right for him.

It is also important to play down the idea that moving from one color level to another is the badge of success. Moving from one level to another is *one kind* of progress, which can be called vertical progress. But there is also horizontal progress—succeeding in each Power Builder within a level as each one presents new skills to master or different approaches to similar skills. Children should therefore be encouraged to see their goal as one of simply working as well as possible with the materials that are right for them. They should not view climbing up the ladder of color levels as the goal of Laboratory work. Obviously the teacher can play a key role in forming appropriate attitudes about what constitutes success.

If a child who seeks status among his classmates tries to defeat the Laboratory's continuous placement mechanism and move ahead in the color sequence by copying answers from the Key Card or falsifying scores, he defeats only himself by missing the practice he needs and ending up in material that is too difficult for him. A teacher can try to put this idea across to the child, though obviously there will be resistance to overcome if some classmate has taunted him for being "only" in Orange. The teacher then faces the traditional problem of how to get a child to do what's best for him in the long run when he prefers to do what seems to provide immediate status and peer acceptance. It is a problem that occurs in all areas of child behavior when a competitive atmosphere exists, and it is by no means unique to the Laboratory situation. Teachers who have found ways to deal with it in other areas of life will probably handle it successfully in connection with the Laboratory.

If cheating is apparent, a confidential talk with the child is a good idea. You can stress the idea that he is "cheating only himself" and help him understand that hurrying from level to level is not the aim of Laboratory work. Remember, too, that through spot-checking for errors and giving praise for accuracy and neatness in scoring, calculating, and charting, you can set up an atmosphere that discourages cheating.

Finally, remember that it is *not* cheating to look back at the story in order to answer the comprehension and vocabulary checks. Indeed, looking back should be encouraged as preferable to guessing or relying on unclear recollections. Once this is understood, some children may no longer have the need to misuse the Key Card or alter their scores.

How Can SRA's *Word Games* Fit into the Program?

For a much more intensive and specific word-attack program than can be provided by Power Builders alone, SRA also publishes *SRA Reading Laboratory 1: Word Games.* The goal of this product is to help the learner, at any stage of his reading instruction, develop mastery of the phonic and structural word-analysis skills he must have in order to become an independent reader and an accurate speller. The program bridges the gap between reading and writing by developing word power in both recognition (reading) and reproduction (writing). The forty-four games of *Laboratory 1* cover 136 phonic and

WORD GAMES SKILLS CONTENT CHART

COLOR LEVEL	GAME NUMBER	QUANTITY	PHONIC OR STRUCTURAL SKILL	PHONETIC ELEMENT
GOLD	1	10	Initial consonants	p-t-b-d
	2	5	Initial consonants	g-h-f-s
	3	5	Initial consonants	j-k-m-n
	4	5	Initial consonants	c-l-r-w
AQUA	5	5	Final consonants	t-s-p-k
	6	5	Final consonants	d-l-n-m-r
ROSE	7	10	Short vowels	a-e-i-o-u
PURPLE	8	5	Initial digraphs	th-sh-wh-ch
	9	5	Final digraphs	sh-ch-th
SILVER	10	10	Long vowels	a-e-i-o-u
ORANGE	11	5	Initial blends	cl-pl-gl-fl-sl
	12	5	Initial blends	tr-cr-dr-str
	13	5	Initial blends	br-pr-fr-thr-gr
	14	5	Initial blends	st-sc-sw-sp
OLIVE	15	5	Common phonograms	and-an-ot-ay
	16	5	Common phonograms	all-ook-at-in-ake
	17	5	Common phonograms	ill-ent-ow-et
	18	5	Common phonograms	aw-en-old-ell-un
	19	5	Common phonograms	ack-ight-ound-ing
BLUE	20	5	Endings: base words	and-ay-all-ook
	21	5	Endings: base words	ill-old-ack-ight
	22	5	Endings: common words	s-ing-ed-er-est
	23	5	Endings: common words	s-ing-ed-er-est
	24	5	Compound words	
BROWN	25	5	Short vowel sounds	a-e-i-o-u
	26	5	Short vowels: consonants	a-e-i-o-u
	27	5	Short vowels: blends	a-e-i-o-u
	28	5	Short vowels: blends	a-e-i-o-u
GREEN	29	5	Long vowels	a-e-i-o-u
	30	5	Long vowels: blends	a-e-i-o-u
	31	5	Long vowels: blends	a-e-i-o-u
	32	5	Two vowels together	
	33	5	Review	a-e
	34	5	Review	i-o-u
RED	35	5	Vowels: magic **r**	ar-er-ir-or-ur
	36	5	Special sounds	ook-ow-or
	37	5	Special sounds	ou-ow-ew-oo
	38	5	Special sounds	aw-au-oi-oy
TAN	39	5	Initial syllables	be-de-re
	40	5	Initial syllables	ex-in-com
	41	5	Initial syllables	per-pre-pro-dis-im
	42	5	Final syllables	ful-ly-ment
	43	5	Final syllables	tion-ous-le
	44	5	Final syllables	tion-cious-sion-al-ure

structural analysis skills in twelve areas of word attack (see Word Games Skill Content Chart, page 97).

Like *Laboratory 1c,* the *Word Games* constitutes a highly individualized program. A phonics survey tests students to pinpoint their weaknesses. Each child then plays only those games he needs to play. Each game requires two players, and both players have the opportunity to see and pronounce each phonic or structural element over and over again in the context of a complete word. Learning is further reinforced with activities in *My Own Book for Word Building.* The learning process is evaluated by check tests taken at the completion of each game.

Color levels in *Reading Laboratory 1: Word Games* do not correspond to those in *Laboratory 1c;* however, many of the same skills are programed in both labs.

THE SQR STUDY TECHNIQUE

A useful device to help children read purposefully and get the most out of the Power Builders (or any reading that they do) is the SQR formula: *Survey, Question, Read.* After the children are fully acquainted with Laboratory procedures and at ease with them, and after they have begun their independent Power Builder program, you may want to show them how they have been employing this formula in reading their Starter selections, and encourage them to continue using it as they work independently.

1. *Survey.* Glance over the reading selection quickly from beginning to end, paying special attention to title, pictures, and the *first* and *last* paragraphs.

2. *Question.* Ask yourself what you learned from your rapid survey, and also what questions were raised in your mind but not answered. Probably you will have learned quite a lot about the selection just in those few seconds of skimming it. Is it an animal story, or about people? Does it tell a tale, or give factual information? Is it about modern life, or about long-ago and faraway things? Will it be funny or serious? Surveying and questioning like this need not take more than a few seconds, but will give you an idea of what to expect, so that your detailed reading will be more meaningful. Now that you have questions in mind, you can read with a purpose, looking for the answers.

3. *Read.* Now read the story in detail. You will find answers to many of your questions. You will find out what the author has to say. You may remember facts you already knew. You may think of new questions. It will be something like talking back and forth with the author. Does what he says make sense? Is he answering your questions?

THE TQLR LISTENING TECHNIQUE

Just as the SQR formula may help with the study of written material, a similar formula may be helpful in the development of careful listening habits. You may want to suggest it to the children in connection with the Laboratory's Listening Skill Builder program. This formula is *TQLR: Tune in, Question, Listen, and Review.*

1. *Tune in.* Tune your mind to the listening selection. Note the title and any comments with which the narrator may preface the story. Try to put all thoughts out of your mind except those having to do with what you are hearing.

2. *Question.* Now that you are tuned in, many questions may come to your mind. What kind of story will this be? Does it sound as if it's going to be funny or serious? fictional or factual? exciting or quietly interesting? How will it end?

3. *Listen.* Pay attention and try to see the events of the story in your mind's eye as clearly as possible.

4. *Review.* After the story ends, think about it a little. Go over the events in your mind. You may want to talk about it with the teacher or your classmates. If there was some special part you want to remember, say it over to yourself several times or picture it in your mind.

HELPING CHILDREN WITH CHANGES IN EXERCISE FORMATS

During the Starter Sessions children will of course have your guidance as they become familiar with the exercise formats in their starting levels. Thus when they begin their independent Power Builder programs they will be working with formats you have taught them to handle. Then, as the color levels grow progressively more difficult, certain format changes are introduced. When you recommend a change of color level for a child, you will want to look over a Power Builder from that new level with him and point out any changes of procedure that may occur in it. The principal transition points to watch for are as follows:

- Lime Level
  Up to this point "How Well Did You Read?" presented five words that preceded the entire group of numbered sentences and the child chose and wrote the correct word from among the five given.

  Now "How Well Did You Read?" takes on a multiple-choice format with a stem that is a partial sentence and two alternative sentence completions labeled **a** and **b.** The child no longer writes a word on his Record Page, but writes **a** or **b** instead to indicate the appropriate sentence completion (see fig. 1).

How Well Did You Read?

1 You have a big tendon at the back of your
a ankle
b arm

2 The name *Achilles tendon* came from
a modern Rome
b ancient Greece

3 Achilles' mother dipped him in the magic river so that he would be
a safe from harm
b clean and wet

4 Achilles was shot and killed by
a a soldier named Paris
b one of his own men

5 The story of Achilles is
a a true story
b an old myth

Fig. 1

"Learn about Words," section A (questions 1–5), abandons the minimal-contrast exercise in consonant substitution and word building that appeared in the earlier levels and now presents five definitions for which the student must supply the word being defined. He finds the word in the reading selection on pages 1 and 2 by rereading the paragraph whose number appears parenthetically in the exercise item (see fig. 2). This is the first appearance of paragraph numbers, and a child's understanding of the procedure should definitely be checked before he proceeds independently in this level.

Learn about Words

A Often you can find out the meaning of a word by seeing how it is used in a story. The other words in the story give you clues.

Directions: Find the word in the story that best fits each meaning below. (A paragraph number tells you where to look.) Write the word.

1 joins; fastens (1)
2 of long ago; old-time (1)
3 fighting man (4)
4 injury; bodily hurt (5)
5 made-up story; legend (6)

Fig. 2

"Learn about Words," section B (questions 6–10), also employs paragraph numbers at this level. In this section the child goes to the indicated paragraph to find a word that will make sense in the blank of each sentence (see fig. 3).

- Aqua Level

"How Well Did You Read?" maintains a multiple-choice format, with two small changes. Each question is now preceded by a parenthetical reading-thinking subhead to help the child focus on the particular reading-thinking skill being elicited (see fig. 4). Subheads such as "Choose the main idea," "Recall the reason," "Tell what was different," "Tell what came first," and "Tell what the writer thought" focus on five broad areas of reading-thinking skills: perception of the whole and its parts, cause-and-effect relationships, likenesses and differences, sequence and organization, and inference and conclusion.

B A good way to learn words is to use them in sentences.

Directions: Find the word in the story that fits into each sentence best. (A paragraph number tells you where to look.) Write the word.

6 Lana enjoyed reading the ____ of Achilles. (1)
7 A magician does ____ tricks. (2)
8 Don't drink the river ____. (3)
9 All his ____ Jim had wanted to write a book. (3)
10 Everyone was glad when the ____ was over. (5)

Fig. 3

In addition, the number of alternative completions for each "How Well Did You Read?" question increases from two to three, so that the child now writes **a**, **b**, or **c** on his Record Page (see fig. 4).

How Well Did You Read?

1 (*Recall a detail.*) Antonio Canova lived in Italy
- **a** less than fifty years ago
- **b** over two hundred years ago
- **c** over two thousand years ago

2 (*Tell the reason.*) Antonio's grandfather went to a rich man's home to
- **a** help cook the dinner
- **b** visit the rich man
- **c** see some statues

3 (*Tell the reason.*) The servants didn't know what to do because the
- **a** dinner wasn't ready
- **b** guests were late
- **c** statue was broken

4 (*Tell the reason.*) Antonio asked for a tub of hard butter so that he could
- **a** put it on his sunburn
- **b** carve a lion
- **c** make a cake

5 (*Tell the result.*) The rich man liked the lion so much that he
- **a** asked Antonio for a marble one
- **b** gave Antonio a lot of money
- **c** sent Antonio to school

Fig. 4

"Learn about Words," section A (questions 1–8), keeps the same format but increases the number of items from five to eight. Section B (questions 9 and 10) introduces a new task. The child reads a word and looks back to see how that word was used in the indicated paragraph of the story (using a paragraph number). He writes **a** or **b** to indicate the alternative that shows the meaning of the word in

B A word may have more than one meaning. Its meaning will depend on how it is used. For example:

My dad is a football fan.
He keeps cool with an electric fan.

Directions: Look at each word in heavy type below. Note the paragraph number. Look back at the paragraph. How is the word used there? Which meaning does it have? Write **a** or **b**.

9 **capsule** (1)
- **a** section of a spacecraft
- **b** small container of medicine

10 **fished** (10)
- **a** caught fish
- **b** pulled something out

Fig. 5

that story (see fig. 5). Note that the incorrect alternative is also a legitimate definition of the word but is not correct for this context.

The C, D, and E exercises vary somewhat throughout the Laboratory as to the form of the response that they require. Sometimes the child must write one of the two words presented in parentheses, sometimes only a partial word or a single letter, and so on. But the basic strategy of these questions remains constant and follows a fixed three-part pattern. You may want to point this out to the children in terms such as these:

1. The first part of the exercise is a "teacher." It tells you something that will help you learn to read better.

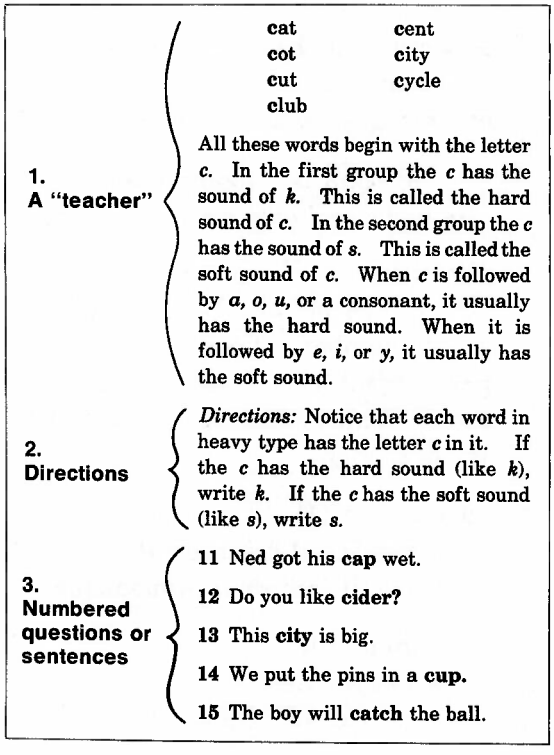
1.
A "teacher"
cat
cot
cut
club
cent
city
cycle
All these words begin with the letter c. In the first group the c has the sound of k. This is called the hard sound of c. In the second group the c has the sound of s. This is called the soft sound of c. When c is followed by a, o, u, or a consonant, it usually has the hard sound. When it is followed by e, i, or y, it usually has the soft sound.
2.
Directions
Directions: Notice that each word in heavy type has the letter c in it. If the c has the hard sound (like k), write k. If the c has the soft sound (like s), write s.
3.
Numbered questions or sentences
11 Ned got his cap wet.
12 Do you like cider?
13 This city is big.
14 We put the pins in a cup.
15 The boy will catch the ball.

Fig. 6

2. The second part gives directions. It tells you what to look for in the questions and how to mark your Record Page. This part always starts with the word *Directions.*

3. The third part has numbered questions or sentences. It is the part where you try out what the "teacher" told you.

See figure 6 for an example of this three-part division.

"LEARN ABOUT WORDS" SKILLS CHARTS

The skills charts that follow are one of your most important tools in making the Laboratory work for you and your students. You will be referring to them at every individual progress conference that you hold with students, unless you elect to use the Diagnostic Conference Record from the Student Record Book instead. (That form contains essentially the same information found in these charts.)

Besides giving controlled increments of reading practice on pages 1 and 2, *every* Power Builder in the Laboratory develops comprehension (in "How Well Did You Read?") and vocabulary abilities (in sections A and B of "Learn about Words").

In addition, linguistic and phonic analysis skills are cycled through the Power Builders in the C, D, and E sections of "Learn about Words," each skill occurring four times within each level, thereby ensuring a high probability that a child will encounter every skill in the level at least once.

The "Learn about Words" skills charts that follow show this distribution of skills work in specific detail, pinpointing the particular Power Builders that contain work in each skill. Thus the charts are invaluable in diagnosing the causes for a child's low scores and referring him to additional practice in those areas where he is weak.

For example, if a child makes low scores in "Learn about Words" for Orange Power Builders 1 and 7, you can see from the chart that those Power Builders included work on initial consonants. You can also see that Orange Power Builders 4 and 10 provide additional work in initial consonants, and you can refer the student to Power Builders 4 and 10 for the practice he needs. If you wish, you can ask him to omit the story and the comprehension and vocabulary checks on these Power Builders and go directly to section C of "Learn about Words," where his specific deficiency is treated.

ORANGE LEVEL 1.6		Power Builder Number			Learn about Words	
		1 4 7 10	2 5 8 11	3 6 9 12	Section	Exercises
Word Recognition and Meaning	Minimal-contrast word building (consonant-substitution exercise)	●	●	●	A	1–5
	Using minimal-contrast words in context	●	●	●	B	6–10
Linguistic and Phonic Analysis	Initial consonants in CVC pattern	●			C	11–15
	Final consonants in CVC pattern		●			
	Short vowels *a*, *e*, *i*, *o*, and *u* in CVC pattern			●		

GOLD LEVEL 1.8		Power Builder Number			Learn about Words	
		1 4 7 10	2 5 8 11	3 6 9 12	Section	Exercises
Word Recognition and Meaning	Minimal-contrast word building (consonant-substitution exercise)	●	●	●	A	1–5
	Using minimal-contrast words in context	●	●	●	B	6–10
Linguistic and Phonic Analysis	Initial consonant digraphs *ch*, *sh*, *th*, *wh*	●			C	11–15
	Final consonant digraphs *ch*, *sh*, *th* and trigraph *tch*		●			
	Final consonant digraphs *ck*, *ff*, *ll*, *ng*, *ss*			●		

BROWN LEVEL 2.0		Power Builder Number			Learn about Words	
		1 4 7 10	2 5 8 11	3 6 9 12	Section	Exercises
Word Recognition and Meaning	Minimal-contrast word building (consonant-substitution exercise)	●	●	●	A	1–5
	Using minimal-contrast words in context	●	●	●	B	6–10
Linguistic and Phonic Analysis	Initial consonant blends *br, cr, dr, gr, tr*	●			C	11–15
	Initial consonant blends *sc, sk, sm, sp, st, sw*		●			
	Combined initial and final blends in same word (initial *bl, br, ch, cr, dr, gr, pl, sl, sp, st, sw, tr;* final *ft, ll, mp, nd, ng, nk, nt, pt, st*)			●		

TAN LEVEL 2.2		Power Builder Number			Learn about Words	
		1 4 7 10	2 5 8 11	3 6 9 12	Section	Exercises
Word Recognition and Meaning	Minimal-contrast word building (consonant-substitution exercise)	●	●	●	A	1–5
	Using minimal-contrast words in context	●	●	●	B	6–10
Linguistic, Phonic, and Structural Analysis	Soft and hard sounds of *c*	●			C	11–15
	Soft and hard sounds of *g*		●			
	Effect of silent final *e* on vowel sound (*hat/hate, bit/bite,* etc.)			●		
	Compound words	●			D	16–20
	Plurals formed with *s* and *es*		●			
	Contractions			●		

LIME LEVEL 2.4		Power Builder Number			Learn about Words	
		1 4 7 10	2 5 8 11	3 6 9 12	Section	Exercises
Word Recognition and Meaning	Vocabulary: word meaning from context	●	●	●	A	1–5
	Vocabulary: using words in new contexts	●	●	●	B	6–10
Linguistic, Phonic, and Structural Analysis	Unpredictable vowels (alternative spellings of sounds of short *e*, *o*, and *u*)	●			C	11–15
	Unpredictable vowels (alternative spellings of sounds of long *a*, *e*, *i*, and *u*)		●			
	Unpredictable vowels (three spellings of same, sound as in *tall*, *caught*, *bought*)			●		
	Plurals formed with *s* and *es*	●			D	16–20
	Possessives (singular and plural)		●			
	Contractions			●		

GREEN LEVEL 2.6		Power Builder Number			Learn about Words	
		1 4 7 10	2 5 8 11	3 6 9 12	Section	Exercises
Word Recognition and Meaning	Vocabulary: word meaning from context	●	●	●	A	1–5
	Vocabulary: using words in new context	●	●	●	B	6–10
Linguistic, Phonic, and Structural Analysis	Vowel digraphs *ee*, *ea*, *ie* (as in *feed*, *bead*, *died*)	●			C	11–15
	Vowel digraphs *ai*, *ay*, *oa*, *ow* (as in *braid*, *stray*, *boat*, *low*)		●			
	Vowels *u* and *oo* (as in *put*, *foot*)			●		
	Word endings *ing*, *er*, *es*, *est*	●			D	16–20
	Word ending *ed*		●			
	Word endings *al*, *el*, *le*, *ly*, *y*			●		

AQUA LEVEL 3.0		Power Builder Number			Learn about Words	
		1 4 7 10	2 5 8 11	3 6 9 12	Section	Exercises
Word Recognition and Meaning	Vocabulary: word meaning from context	●	●	●	A	1–10
	Vocabulary: multiple meanings	●	●	●	B	
Linguistic, Phonic, and Structural Analysis	Diphthongs *au, aw* (as in *haunt, straw*)	●			C	11–15
	Diphthongs *ou, ow* (as in *out, owl*)		●			
	Diphthongs *oi, oy* (as in *oil, boy*)			●		
	Endings *ed, ing, er* (doubling consonant before)	●			D	16–20
	Endings *ed, ing, er* (dropping *e* before)		●			
	Final *y* (when to change to *i* before endings *er, ly*)			●		

BLUE LEVEL 3.5		Power Builder Number			Learn about Words	
		1 4 7 10	2 5 8 11	3 6 9 12	Section	Exercises
Word Recognition and Meaning	Vocabulary: word meaning from context	●	●	●	A	1–10
	Vocabulary: multiple meanings	●	●	●	B	
Linguistic, Phonic, and Structural Analysis	Vowels plus *r* (as in *car, her, sir, for, fur*)	●			C	11–15
	Vowels plus *re, rse* (as in *care, here, fire, more, nurse*)		●			
	Vowel digraphs plus *r* (as in *chair, dear, cheer, roar, door*)			●		
	Prefixes *in* (not) and *re* (again)	●			D	16–20
	Prefixes *un* (not) and *mis* (wrongly)		●			
	Prefixes *dis* (not) and *pre* (before)			●		

PURPLE LEVEL 4.0		Power Builder Number			Learn about Words	
		1 4 7 10	2 5 8 11	3 6 9 12	Section	Exercises
Word Recognition and Meaning	Vocabulary: word meaning from context	●	●	●	A	1–10
	Vocabulary: multiple meanings	●	●	●	B	
Linguistic, Phonic, and Structural Analysis	Suffixes *ment* and *ness*	●			C	11–15
	Suffixes *ful* and *less*		●			
	Suffixes *er* and *or*			●		
	Initial syllables *be* and *de*	●			D	16–20
	Initial syllables *com* and *ex*		●			
	Alphabetical order (to the first letter)			●		
	Antonyms	●			E	21–25
	Synonyms		●			
	Figures of speech (similes)			●		

VIOLET LEVEL 4.5		Power Builder Number			Learn about Words	
		1 4 7 10	2 5 8 11	3 6 9 12	Section	Exercises
Word Recognition and Meaning	Vocabulary: word meaning from context	●	●	●	A	1–10
	Vocabulary: multiple meanings	●	●	●	B	
Linguistic, Phonic, and Structural Analysis	Suffix *ion*	●			C	11–15
	Suffix *ation*		●			
	Alternative spellings of *sh* sound (*ci, ssi, ti*)			●		
	Initial syllables *per* and *pro*	●			D	16–20
	Prefix *in* and variant forms (*il, im, ir*)		●			
	Alphabetical order (to the second letter)			●		
	Antonyms	●			E	21–25
	Synonyms		●			
	Figures of speech (similes)			●		

ROSE LEVEL 5.0		Power Builder Number			Learn about Words	
		1 4 7 10	2 5 8 11	3 6 9 12	Section	Exercises
Word Recognition and Meaning	Vocabulary: word meaning from context	●	●	●	A	1–10
	Vocabulary: multiple meanings	●	●	●	B	
Linguistic, Phonic, and Structural Analysis	Suffixes *ly, ness*	●			C	11–15
	Prefixes *re, un* and suffixes *ed, ing, ly*		●			
	Noun position and function			●		
	Homophones	●			D	16–20
	Synonyms		●			
	Noun markers *a, an, that, the,* and *this*			●		
	Homographs	●			E	21–25
	Antonyms		●			
	Figures of speech (similes)			●		

RED LEVEL 5.5		Power Builder Number			Learn about Words	
		1 4 7 10	2 5 8 11	3 6 9 12	Section	Exercises
Word Recognition and Meaning	Vocabulary: word meaning from context	●	●	●	A	1–10
	Vocabulary: multiple meanings	●	●	●	B	
Linguistic, Phonic, and Structural Analysis	Redundancy	●			C	11–15
	Prefixes *re, un* and suffixes *ed, ing, ly*		●			
	Adjective position and function			●		
	Synonyms	●			D	16–20
	Verb position and function		●			
	Adverb position and function			●		
	Antonyms	●			E	21–25
	Figurative language		●			
	Alphabetical order (to the third letter)			●		

LIST OF POWER BUILDER TITLES, AUTHORS, SOURCES

Starter booklet

1 **Where Does Paper Come From?**
by Terri Allen
an original story written for SRA

2 **Jean's Lucky Fall**
by Jean MacGregor
an original story written for SRA

3 **Mark Twain's Lawn Mower**
by Gary Kunkelman
an original story written for SRA

4 **A Funny Way to Become Famous**
by John Savage
an original story written for SRA

5 **Room for One More?**
by Gerry Armstrong
an original story written for SRA

6 **Mr. Dawson Has Cold Feet**
by R. O. Work
adapted from *Mr. Dawson Had a Farm* (Bobbs-Merrill)

Orange Level (1.6)

1 **Fish Story**
by Jean MacGregor
an original story written for SRA

2 **Gift Spots**
by Genevieve Gray
an original story written for SRA

3 **Animal Talk**
by Maureen Tam
an original story written for SRA

4 **The Silly Goose**
by Ricarda Daniels
an original story written for SRA

5 **Red Is for Brides**
by Mary Sivanandan
an original story written for SRA

6 **Are Plants Ticklish?**
by Pat Veith
an original story written for SRA

7 **Why Go to Bed?**
by Blanche Boshinski
an original story written for SRA

8 **Rocks to Eat and Smell**
adapted from *Childcraft—The How and Why Library* (Field Enterprises Educational Corporation)

9 **What's the Hungriest Animal?**
by Allen Hunter
an original story written for SRA

10 **The Witch and the Wizard**
by John Savage
an original story written for SRA

11 **Why Shake Hands?**
by Joseph Claro
an original story written for SRA

12 **Making Pictures That Move**
by Joseph Claro
an original story written for SRA

Gold Level (1.8)

1 **Ask a Silly Question . . .**
by Jean MacGregor
an original story written for SRA

2 **Faces**
by C. R. Pearce
an original story written for SRA

3 **How Does the Spider Crab Hide?**
by William C. Wertz
an original story written for SRA

4 **Jimmy and the Ghost**
by John Savage
an original story written for SRA

5 **What Can You Do with Mud?**
by Jean Host
an original story written for SRA

6 **One Tree Is a Forest**
by Ellen Cafferata
an original story written for SRA

7 **Would This Really Work?**
by Jean MacGregor
an original story written for SRA

8 **Stick Out Your Tongue**
by Judy Ermert
an original story written for SRA

9 **Who Takes a Bath after a Bath?**
by Susan Seder
an original story written for SRA

10 **The Clever Goat**
by Maria Leach
adapted from *The Rainbow Book of American Folk Tales and Legends* (World)

11 **What Makes Popcorn Pop?**
adapted from *Childcraft—The How and Why Library* (Field Enterprises Educational Corporation)

12 **The Funny Farmhand**
by Pepper Leeper
an original story written for SRA

Brown Level (2.0)

1 **Christmas, Twice?**
by Mercedes Colón
an original story written for SRA

2 **Home Free!**
by Jean MacGregor
an original story written for SRA

3 **Freezing, but Staying Warm**
by Cleve Twitchell
an original story written for SRA

4 **How Do You Make a Baby Bigger?**
by Dan Browning
an original story written for SRA

5 **Streaks in the Night**
by Allen Hunter
an original story written for SRA

6 **The Sea Lion Who Lives in a House**
by Paul Calvert
adapted from "Sea Lion Moves in on Beach Family" *(Los Angeles Times)*

7 **What's on a Map?**
adapted from *Childcraft—The How and Why Library* (Field Enterprises Educational Corporation)

8 **Karen's Funny Gift**
by John Savage
an original story written for SRA

9 **What is a Caboose?**
by William C. Wertz
an original story written for SRA

10 **Pigs Aren't for Pockets**
by Mary Batten
adapted from *Green Light, Go* (Macmillan)

11 **What's Mars Like?**
adapted from *Childcraft—The How and Why Library* (Field Enterprises Educational Corporation)

12 **Harry, Larry, and Lou**
by Dan Browning
an original story written for SRA

Tan Level (2.2)

1 **Eat, Clothes, Eat!**
by Allen Hunter
an original story written for SRA

2 **A Ditch in Santa Fe**
by John Savage
an original story written for SRA

3 **Tails**
by William C. Wertz
an original story written for SRA

4 **How Much Does a Bird Eat?**
by Diana Spencer
an original story written for SRA

5 **Tent Children**
by Pepper Leeper
an original story written for SRA

6 **What If Ice Didn't Float?**
by George Leposky
an original story written for SRA

7 **The Kindergarten Man**
by Rosalie Koskimaki
an original story written for SRA

8 **Who Was as Strong as a Bull?**
by Allen Hunter
an original story written for SRA

9 **The King's Foot**
by William C. Wertz
an original story written for SRA

10 **Smoke Jumpers**
by Aylesa Forsee
an original story written for SRA

11 **The Earth's Green Covering**
by Winifred and Cecil Lubell
adapted from *Green Is for Growing* (Rand McNally)

12 **Sing Something**
by Carl Withers
adapted from *A World of Nonsense* (Holt, Rinehart & Winston)

Lime Level (2.4)

1 **Mongoose Madness**
by Patricia Grauer
an original story written for SRA

2 **What Is a Brand?**
by William C. Wertz
an original story written for SRA

3 **The Other Side of the Moon**
adapted from *Childcraft—The How and Why Library* (Field Enterprises Educational Corporation)

4 **Chocolate Soup?**
by Norah Smaridge
an original story written for SRA

5 **Jim's Knife**
by John Savage
an original story written for SRA

6 **Quiz**
adapted from *Childcraft—The How and Why Library* (Field Enterprises Educational Corporation)

7 **Sarah and the Puzzles**
by Joan Bazar
an original story written for SRA

8 **The Tendon of Achilles**
by John Savage
an original story written for SRA

9 **Saved by Gum**
by Beth Woolley
an original story written for SRA

10 **How Do Seeds Travel?**
by Rosalie Koskimaki
an original story written for SRA

11 **The Mystery Tower**
by Ellen Cafferata
an original story written for SRA

12 **How Hard Can the Wind Blow?**
by William C. Wertz
an original story written for SRA

Green Level (2.6)

1 **The Talking Mule**
by Maria Leach
adapted from *The Rainbow Book of American Folk Tales and Legends* (World)

2 **Colors That Hide**
by Joshua Young
an original story written for SRA

3 **Crazy about Art**
by Eleanor G. Hirsch
an original story written for SRA

4 **The Cowboy's Bandanna**
by Ford Jones
an original story written for SRA

5 **The Peddler of Swaffham**
by Peter Churchill
an original story written for SRA

6 **How Do You Catch a Gooey Duck?**
by Maureen Tam
an original story written for SRA

7 **Fun for Hundreds of Years**
by Mary Altman
an original story written for SRA

8 **Footprints on the Moon**
adapted from *Childcraft—The How and Why Library* (Field Enterprises Educational Corporation)

9 **The Riddle of the Monster**
adapted from *A Trip through Wonderland* (Open Court)

10 **The Great Epizootic**
by Barney Campbell
an original story written for SRA

11 **What Are Leaves For?**
adapted from *The Young Children's Encyclopedia* (Encyclopaedia Britannica)

12 **Nurseries for Giants**
by Pepper Leeper
an original story written for SRA

Aqua Level (3.0)

1 **Here Comes the Landlord!**
by John Savage
an original story written for SRA

2 **Hic!**
by George R. Paterson
an original story written for SRA

3 **Beware the Plant!**
by Lauren Vail
an original story written for SRA

4 **The Queen's Shawl**
by Eleanor Nicholson
an original story written for SRA

5 **The Boy Who Made a Butter Lion**
by Rosalie Koskimaki
an original story written for SRA

6 **A Penguin Steals a Ride**
by Edna M. Andreas
adapted from *Explorers and Penguins* (Scribner)

7 **Rice Pudding for the King**
by Johan Hart
adapted from *Picture Tales from Holland* (Lippincott)

8 **Where Does Rain Come From?**
by Tillie S. Pine and Joseph Levine
adapted from *Weather All Around* (McGraw-Hill)

9 **Ham Paves the Way**
by Helen Kay
adapted from *How Smart Are Animals?* (Basic Books)

10 **Why There Are Shooting Stars**
by Natalia Belting
adapted from *The Earth Is on a Fish's Back* (Holt, Rinehart & Winston)

11 **Sir Christopher Wren**
by Rosalie Koskimaki
an original story written for SRA

12 **Funny Money**
adapted from *The Young Children's Encyclopedia* (Encyclopaedia Britannica)

Blue Level (3.5)

1 **The Club-Tailed Glyptodont**
by Patricia Lauber
adapted from *Curious Critters* (Garrard)

2 **The Little Forester**
by G. A. Skrebitski
adapted from *In the Forest and on the Marsh* (George Braziller)

3 **A Job for Ole Svenson**
by Paul Tulien
adapted from *Jack and Jill Magazine*

4 **The First Foghorn**
by Lucy Bowdler
adapted from *Story Parade* (Western)

5 **Two Strange Partners**
by Victoria Farr
an original story written for SRA

6 **A Curious Creature, the Whiffle-pooffle**
by Patricia Lauber
adapted from *Curious Critters* (Garrard)

7 **Ground Afire**
by Eth Clifford
adapted from *Ground Afire* (David-Stewart)

8 **A Fish That Shoots His Dinner?**
by Carl Burger
adapted from *All About Fish* (Random House)

9 **The Pigs and the Pirates**
by Barbara Walker
adapted from *Pigs and Pirates* (David White)

10 **The Locomotive and the Horse**
by Thomas Bowles
adapted from *Fun All Around* (Bobbs-Merrill)

11 **The March of the Lemmings**
by Bertha Morris Parker and Thomas Park
adapted from *Animal Travels* (Harper & Row)

12 **The Sheep's Story**
by Paul Biegel
adapted from *The King of the Copper Mountains* (Watts)

Purple Level (4.0)

1 **The Biggest Mouse in the World**
by Charles House
adapted from *The Biggest Mouse in the World* (Grosset & Dunlap)

2 **Books: From the Beginning**
by Susan Bartlett
adapted from *Books: A Book to Begin On* (Holt, Rinehart & Winston)

3 **Something for Bird Partridge**
by Flora Mae Hood
adapted from *Something for the Medicine Man* (Melmont)

4 **Salt Was More than a Seasoning**
by Dorothy Telfer
adapted from *About Salt* (Melmont)

5 **The Eggs**
by Aliki
adapted from *The Eggs: A Greek Folktale retold by Aliki* (Pantheon)

6 **The Eel and Its Partner**
by Ruth H. Dudley
adapted from *Partners in Nature* (Funk & Wagnalls)

7 **The Elephant That Helped Cure a Stomach-ache**
by Elizabeth Rider Montgomery
adapted from *The Story behind Modern Books* (Dodd, Mead)

8 **The King o' the Cats**
by Joseph Jacobs
adapted from *More English Folk and Fairy Tales* (Putnam)

9 **Fire Snorkel Number 7**
by Jene Barr
adapted from *Fire Snorkel Number 7* (Whitman)

10 **Mr. Martin and the Family Pets**
by Gerald and Hilda Lind
an original story written for SRA

11 **The Sea Knight**
by Amabel Williams-Ellis
adapted from *Old World & New World Fairy Tales* (Blackie & Sons)

12 **The Story of a Pumpkin**
by René Guillot
adapted from *René Guillot's African Folk Tales* (Watts)

Violet Level (4.5)

1 **The Book of Magic**
by Freya Littledale
adapted from *Ghosts and Spirits of Many Lands* (Doubleday)

2 **The Fox Cub**
by G. A. Skrebitski
adapted from *Forest Echo* (George Braziller)

3 **Lizzie, The Lost-Toys Witch**
by Mabel Harmer
adapted from *Lizzie The Lost Toys Witch* (Macrae Smith)

4 **The Mystery of Leonardo's Notebooks**
by Jeanette Lerner
adapted from *The Young Children's Encyclopedia* (Encyclopaedia Britannica)

5 **The Ghost Ship**
by Frances Carpenter
adapted from *Wonder Tales of Sea and Ships* (Doubleday)

6 **They Saved Their Skins**
by Mary Bell Carey
adapted from *The Golden Magazine* (Review)

7 **A Bundle of Sticks**
retold by Katherine Evans
adapted from *A Bundle of Sticks* (Whitman)

8 **Glaciers**
by Wendell V. Tangborn
adapted from *Glaciers* (Thomas Y. Crowell)

9 **Please Don't Feed Horace**
by Miriam Young
adapted from *Please Don't Feed Horace* (Dial Press)

10 **Diogenes and His Lantern**
by Cyriel Verleyen
adapted from *Diogenes and His Lantern* (Thomas Y. Crowell)

11 **The Thief and His Burro**
by Mark Cramer
an original story written for SRA

12 **Good Advice for Sale**
by Jean Ure
adapted from *Rumanian Folk Tales* (Methuen)

Rose Level (5.0)

1 **Gabriel Wrinkles**
by Charles Doughtie
adapted from *Gabriel Wrinkles* (Dodd, Mead)

2 **Lions in the House**
by William Bridges
adapted from *Zoo Doctor* (Morrow)

3 **The Rat-Powered Boat**
by Clara Baldwin
adapted from *Five/Six Magazine* (Graded Press)

4 **Men of Different Colors**
by Eleanor B. Heady
adapted from *When the Stones Were Soft* (Funk & Wagnalls, Curtis Brown)

5 **The Lord Champion**
by Dorothy Heiderstadt
adapted from *A Book of Heroes* (Bobbs-Merrill)

6 **Our Storks**
by G. A. Skrebitski
adapted from *Forest Echo* (George Braziller)

7 **Lazy Tok**
by Mervin Skipper
adapted from *The Meeting Pool* (Oxford Univ. Press)

8 **The Great Escape Artist**
by Arnold L. Shapiro
adapted from *Childcraft—The How and Why Library* (Field Enterprises Educational Corporation)

9 **A Nose for Caves**
by Dorothy Sterling
adapted from *The Story of Caves* (Doubleday)

10 **Small Sarkis**
by Gladys Yessayan Cretan
adapted from *Because I Promised* (Abingdon)

11 **The Whirlybird and Me**
by Bill Mauldin
adapted from *Anyone for a Backward Take-Off?* (William Morris Agency)

12 **In Those Days**
by Eleanor Farjeon
adapted from *The Little Bookroom* (Oxford Univ. Press)

Red Level (5.5)

1 **Brenda and the Bandits**
by Bart Sheridan
adapted from *Good Housekeeping* (Hearst Corporation)

2 **A Possum Comes to Call**
by Glen Rounds
adapted from *The Snake Tree* (World)

3 **The Ghost of the Lagoon**
by Armstrong Sperry
adapted from *Lost Lagoon* (Doubleday)

4 **The Friendly Dolphins**
by Patricia Lauber
adapted from *The Friendly Dolphins* (Random House)

5 **Nat Stops a Holdup**
by Harold W. Felton
adapted from *Nat Love, Negro Cowboy* (Dodd, Mead)

6 **The Last of the Great Buffalo Herds**
by Robert M. McClung
adapted from *Shag: Last of the Plains Buffalo* (Morrow)

7 **Little Lihu's Lucky Day**
by May Justus
adapted from *It Happened in No-End Hollow* (Garrard)

8 **Squirrel in a What?**
by Dr. Wesley A. Young and Gloria D. Miklowitz
adapted from *The Zoo Was My World* (Dutton)

9 **Pierre's Father**
by Elizabeth Coatsworth
adapted from *The Lucky Ones* (Macmillan)

10 **What's Your Name?**
by Eva Knox Evans
adapted from *People Are Important* (Western)

11 **The Magic Spring**
adapted from *Japanese Children's Stories* (Tuttle)

12 **The Mystery of the Yeti**
by Robert J. Hoare
adapted from *To the Ends of the Earth* (Ginn)

Using *Pilot Library 1c* with *Reading Laboratory 1c*

If a pupil enjoyed reading a particular Power Builder in *Reading Laboratory 1c,* he may want to read more about the same subject or a similar interest area. The following list matches PILOT LIBRARY™ series books to Power Builders. Look down the left-hand column to find the Power Builder that the pupil liked. Then read across to find a specific book or group of books from *Pilot Library 1c* judged to have similar or related appeal.

POWER BUILDERS	PILOT BOOKS ON THE SAME SUBJECT	RELATED INTEREST AREAS
Orange 1: Fish Story	1 Hey, Riddle, Riddle! (Lots of animal riddles)	Humor and Fantasy
Orange 2: Gift Spots		Science and Invention
Orange 3: Animal Talk		Animals
Orange 4: The Silly Goose	12 A Rocket in My Pocket (Funny animal rhymes)	Humor and Fantasy
Orange 5: Red Is for Brides		Interesting Places Near and Far
Orange 6: Are Plants Ticklish?	3 Conservation and You (Plants, animals, and ecology)	Science and Invention
Orange 7: Why Go to Bed?		Humor and Fantasy
Orange 8: Rocks to Eat and Smell		Science and Invention
Orange 9: What's the Hungriest Animal?	8 What Makes a Bird a Bird? (What makes a bird different from other animals?)	Animals
Orange 10: The Witch and the Wizard	12 A Rocket in My Pocket (Funny animal rhymes)	Humor and Fantasy
Orange 11: Why Shake Hands?		Interesting Places Near and Far
Orange 12: Making Pictures That Move		Sports, Hobbies, Careers
Gold 1: Ask a Silly Question . . .	12 A Rocket in My Pocket (Funny animal rhymes)	Humor and Fantasy
Gold 2: Faces		Important People
Gold 3: How Does the Spider Crab Hide?	8 What Makes a Bird a Bird? (What makes a bird different from other animals?)	Animals
Gold 4: Jimmy and the Ghost	1 Hey, Riddle, Riddle! (Can you guess the funny answers?)	Humor and Fantasy
Gold 5: What Can You Do with Mud?		Interesting Places Near and Far
Gold 6: One Tree Is a Forest	3 Conservation and You (Plants, animals, and how they live together)	Science and Invention
Gold 7: Would This Really Work?	1 Hey, Riddle, Riddle! (Fun with riddles)	Humor and Fantasy
Gold 8: Stick Out Your Tongue		Animals
Gold 9: Who Takes a Bath after a Bath?		Interesting Places Near and Far
Gold 10: The Clever Goat	13 McBroom's Fabulous Farm (Fabulous plants grow on McBroom's farm.)	Humor and Fantasy
Gold 11: What Makes Popcorn Pop?		Science and Invention
Gold 12: The Funny Farmhand		Animals
Brown 1: Christmas, Twice!		Interesting Places Near and Far
Brown 2: Home Free!	12 A Rocket in My Pocket (Funny animal rhymes)	Humor and Fantasy
Brown 3: Freezing, but Staying Warm	3 Conservation and You (Plants, animals, and ecology)	Science and Invention
Brown 4: How Do You Make a Baby Bigger?	12 A Rocket in My Pocket (Funny animal rhymes)	Humor and Fantasy
Brown 5: Streaks in the Night	14 The River (Trickles of snow start a river.)	Science and Invention
Brown 6: The Sea Lion Who Lives in a House	16 The Snake in the Carpool (Betsy finds a new pet.)	Animals
Brown 7: What's on a Map?		Science and Invention
Brown 8: Karen's Funny Gift		Stories about People You Know
Brown 9: What Is a Caboose?		Science and Invention
Brown 10: Pigs Aren't for Pockets		Interesting Places Near and Far
Brown 11: What's Mars Like?		Science and Invention
Brown 12: Harry, Larry, and Lou	12 A Rocket in My Pocket (Funny animal rhymes)	Humor and Fantasy

POWER BUILDERS	PILOT BOOKS ON THE SAME SUBJECT	RELATED INTEREST AREAS
Tan 1: Eat, Clothes, Eat!		Humor and Fantasy
Tan 2: A Ditch in Santa Fe		Interesting Places Near and Far
Tan 3: Tails	19 Monsters of Yesterday (Animals of the past)	Animals
Tan 4: How Much Does a Bird Eat?	8 What Makes a Bird a Bird? (What makes a bird different from other animals?)	Animals
Tan 5: Tent Children		Interesting Places Near and Far
Tan 6: What If Ice Didn't Float?	14 The River (Trickles of snow start a mighty river.)	Science and Invention
Tan 7: The Kindergarten Man		Important People
Tan 8: Who Was as Strong as a Bull?	5 Heavy Is a Hippopotamus (Could Hercules or you lift a hippo?)	Humor and Fantasy
Tan 9: The King's Foot		Science and Invention
Tan 10: Smoke Jumpers	3 Conservation and You (How man can help the world he lives in)	Science and Invention
Tan 11: The Earth's Green Covering	3 Conservation and You (Plants and why we need them)	Science and Invention
Tan 12: Sing Something	13 McBroom's Fabulous Farm (McBroom buys a strange farm.)	Humor and Fantasy
Lime 1: Mongoose Madness		Humor and Fantasy
Lime 2: What Is a Brand?		Science and Invention
Lime 3: The Other Side of the Moon	26 Spinning through Space (How gravity holds us on earth)	Science and Invention
Lime 4: Chocolate Soup?		Interesting Places Near and Far
Lime 5: Jim's Knife	7 Stevie Finds a Way (A boy finds a way to do what he wants.)	Stories about People You Know
Lime 6: Quiz	15 New Year's Day (How the holiday started)	Science and Invention
Lime 7: Sarah and the Puzzles		Animals
Lime 8: The Tendon of Achilles		Interesting Places Near and Far
Lime 9: Saved by Gum	16 The Snake in the Carpool (A snake gets lost in a car.)	Humor and Fantasy
Lime 10: How Do Seeds Travel?	3 Conservation and You (Plants, animals, and ecology)	Science and Invention
Lime 11: The Mystery Tower		Interesting Places Near and Far
Lime 12: How Hard Can the Wind Blow?	26 Spinning through Space (How gravity holds us on earth)	Science and Invention
Green 1: The Talking Mule	13 McBroom's Fabulous Farm (McBroom has a farm with strange plants.)	Humor and Fantasy
Green 2: Colors That Hide	11 Dash and Dart (The story of two fawns)	Animals
Green 3: Crazy about Art	18 Better Than Baseball (Sammy discovers the wonders of art.)	Sports, Hobbies, Careers
Green 4: The Cowboy's Bandanna		Sports, Hobbies, Careers
Green 5: The Peddler of Swaffham		Humor and Fantasy
Green 6: How Do You Catch a Gooey Duck?	19 Monsters of Yesterday (Strange animals of the past)	Animals
Green 7: Fun for Hundreds of Years		Interesting Places Near and Far
Green 8: Footprints on the Moon	26 Spinning through Space (How gravity holds us on earth)	Science and Invention
Green 9: The Riddle of the Monster		Humor and Fantasy
Green 10: The Great Epizootic		Animals
Green 11: What Are Leaves For?		Interesting Places Near and Far
Green 12: Nurseries for Giants	28 Tan's Fish (Chinese boy discovers a strange fish.)	Interesting Places Near and Far
Aqua 1: Here Comes the Landlord!	4 Miguel's Mountain (Can Miguel save the children's play mountain?)	Stories about People You Know
Aqua 2: Hic!		Science and Invention
Aqua 3: Beware the Plant!	3 Conservation and You (Plants, animals, and ecology)	Science and Invention
Aqua 4: The Queen's Shawl	13 McBroom's Fabulous Farm (Fabulous plants grow on McBroom's farm.)	Humor and Fantasy

POWER BUILDERS	PILOT BOOKS ON THE SAME SUBJECT	RELATED INTEREST AREAS
Aqua 5: The Boy Who Made a Butter Lion	30 Down the Mississippi (Erik goes down the river on a raft.)	Interesting Places Near and Far
Aqua 6: A Penguin Steals a Ride	16 The Snake in the Carpool (A snake takes a ride in a car.)	Animals
Aqua 7: Rice Pudding for the King		Humor and Fantasy
Aqua 8: Where Does Rain Come From?	14 The River (Trickles of snow start a mighty river.)	Science and Invention
Aqua 9: Ham Paves the Way	26 Spinning through Space (How gravity holds us on earth)	Science and Invention
Aqua 10: Why There Are Shooting Stars		Humor and Fantasy
Aqua 11: Sir Christopher Wren		Important People
Aqua 12: Funny Money	15 New Year's Day (How the holiday started)	Science and Invention
Blue 1: The Club-Tailed Glyptodont	36 Paul Bunyan (Tall tales of the giant)	Humor and Fantasy
Blue 2: The Little Forester	24 Slow as a Snail, Quick as a Bird (A girl has fun watching two caterpillars.)	Animals
Blue 3: A Job for Ole Svenson	32 The Witch from Outer Space (A boy gathers information for man from outer space.)	Humor and Fantasy
Blue 4: The First Foghorn	49 Boy Inventor (Young Edison makes an exciting experiment.)	Science and Invention
Blue 5: Two Strange Partners		Animals
Blue 6: A Curious Creature, the Whiffle-pooffle	36 Paul Bunyan (Tall tales of the giant)	Humor and Fantasy
Blue 7: Ground Afire		Interesting Places Near and Far
Blue 8: A Fish That Shoots His Dinner?	34 Boy of Brazil (Bico lives in a fishing village.)	Interesting Places Near and Far
Blue 9: The Pigs and the Pirates		Humor and Fantasy
Blue 10: The Locomotive and the Horse	49 Boy Inventor (Young Edison makes an exciting experiment.)	Science and Invention
Blue 11: The March of the Lemmings	19 Monsters of Yesterday (Amazing animals of the past)	Animals
Blue 12: The Sheep's Story	48 Animal Tales from Africa (Adventures of two clever animals)	Animals
Purple 1: The Biggest Mouse in the World	47 Maurice's Room (Maurice outwits a dog.)	Animals
Purple 2: Books: From the Beginning	15 New Year's Day (How the holiday started)	Science and Invention
Purple 3: Something for Bird Partridge	45 Dancing Cloud (Navaho children and how they live)	Interesting Places Near and Far
Purple 4: Salt Was More than a Seasoning	15 New Year's Day (How the holiday started)	Science and Invention
Purple 5: The Eggs	47 Maurice's Room (Can Maurice save his collection?)	Humor and Fantasy
Purple 6: The Eel and Its Partner	48 Animal Tales from Africa (Two tricky animals outsmart everyone.)	Animals
Purple 7: The Elephant That Helped Cure a Stomach-ache	52 Henry Reed, Baby-Sitter (Henry tries to keep Danny happy.)	Humor and Fantasy
Purple 8: The King o' the Cats	57 Time Cat (Cats are worshiped in ancient Egypt.)	Animals
Purple 9: Fire Snorkel Number 7	25 Mr. Fortherdred's Amazing Lifeboat-Launching Machine (Can the machine save the ship caught in a storm?)	Adventure, Mystery, Ghosts
Purple 10: Mr. Martin and the Family Pets	47 Maurice's Room (There are a lot of different animals in Maurice's room.)	Animals
Purple 11: The Sea Knight	62 Ghosts and Goblins (A horseman back from the dead)	Adventure, Mystery, Ghosts
Purple 12: The Story of a Pumpkin	33 High Wind for Kansas (Will the wind move the wagon?)	Humor and Fantasy
Violet 1: The Book of Magic	62 Ghosts and Goblins: The Cook and the House Goblin (A cook and a steward each get their reward.)	Adventure, Mystery, Ghosts
Violet 2: The Fox Cub	55 Little Rascal (A boy and his pet raccoon have fun.)	Animals
Violet 3: Lizzie, the Lost-Toys Witch	32 The Witch from Outer Space (A spaceman turns witch for Halloween party.)	Humor and Fantasy

POWER BUILDERS	PILOT BOOKS ON THE SAME SUBJECT	RELATED INTEREST AREAS
Violet 4: The Mystery of Leonardo's Notebooks	56 The Youngest Musician (Nothing could keep Bach from his music.)	Important People
Violet 5: The Ghost Ship	61 Dangerous Journeys: Hester Crosses the Atlantic (Story of crossing the ocean)	Adventure, Mystery, Ghosts
Violet 6: They Saved Their Skins	38 Big Cats, Little Cats (Story of the cat family)	Animals
Violet 7: A Bundle of Sticks	25 Mr. Fortherdred's Amazing Lifeboat-Launching Machine (Can a machine beat people working together?)	Humor and Fantasy
Violet 8: Glaciers	14 The River (Trickles of snow start a mighty river.)	Science and Invention
Violet 9: Please Don't Feed Horace		Animals
Violet 10: Diogenes and His Lantern	57 Time Cat (A boy and a cat see ancient Egypt.)	Interesting Places Near and Far
Violet 11: The Thief and His Burro	40 The Flying Horse (Life in a Mexican village)	Interesting Places Near and Far
Violet 12: Good Advice for Sale	62 Ghosts and Goblins: A Box on the Ear (A boy teaches a ghost a thing or two.)	Adventure, Mystery, Ghosts
Rose 1: Gabriel Wrinkles	69 A Place by the Fire (What happens to a dog when he's not needed?)	Animals
Rose 2: Lions in the House	38 Big Cats, Little Cats (From house pets to lions)	Animals
Rose 3: The Rat-Powered Boat	49 Boy Inventor (Young Edison makes an exciting experiment.)	Important People
Rose 4: Men of Different Colors		Interesting Places Near and Far
Rose 5: The Lord Champion	61 Dangerous Journeys (Children face perils on land and sea.)	Adventure, Mystery, Ghosts
Rose 6: Our Storks	66 Spring Is Here! (Why birds fly north in the spring)	Animals
Rose 7: Lazy Tok	62 Ghosts and Goblins (A greedy goblin)	Adventure, Mystery, Ghosts
Rose 8: The Great Escape Artist	71 Tornado! (Can a boy save his horse from the storm?)	Adventure, Mystery, Ghosts
Rose 9: A Nose for Caves	61 Dangerous Journeys (Children face perils on land and sea.)	Adventure, Mystery, Ghosts
Rose 10: Small Sarkis	71 Tornado! (Can a boy save his horse from the storm?)	Adventure, Mystery, Ghosts
Rose 11: The Whirlybird and Me	39 Baseball Flyhawk (Will Chico ever be a good player?)	Sports, Hobbies, Careers
Rose 12: In Those Days	68 The Magic Tunnel (Old New Amsterdam is different from modern New York.)	Interesting Places Near and Far
Red 1: Brenda and the Bandits	60 Who's in Charge of Lincoln? (What can a boy do with a stack of stolen money?)	Adventure, Mystery, Ghosts
Red 2: A Possum Comes to Call	55 Little Rascal (A boy and his pet raccoon have fun.)	Animals
Red 3: The Ghost of the Lagoon	64 Me and Caleb (Two boys fish for eels in Missouri.)	Interesting Places Near and Far
Red 4: The Friendly Dolphins		Interesting Places Near and Far
Red 5: Nat Stops a Holdup	61 Dangerous Journeys: The Home on Wheels (Traveling by covered wagon)	Adventure, Mystery, Ghosts
Red 6: The Last of the Great Buffalo Herds	69 A Place by the Fire (What happens to an old dog when he's not needed?)	Animals
Red 7: Little Lihu's Lucky Day	64 Me and Caleb (Two boys have fun in the Ozarks.)	Interesting Places Near and Far
Red 8: Squirrel in a What?	54 Ribsy Goes to School (Ribsy doesn't like even pet squirrels.)	Animals
Red 9: Pierre's Father	72 Mighty Mo (Story of an African safari)	Interesting Places Near and Far
Red 10: What's Your Name?	59 All about Us (How you got your hair and skin)	Science and Invention
Red 11: The Magic Spring		Humor and Fantasy
Red 12: The Mystery of the Yeti	65 The Secret of Loch Moyne (Can an ice-age monster survive in a Scottish loch?)	Interesting Places Near and Far

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AN OPEN LETTER: TOWARD FURTHER RESEARCH

Dear Colleague:

If we are to meet the challenge of this atomic, electronic, and space age, each individual of our society must be able to find and develop his peak functional, or *usable,* intelligence. We can no longer afford to let a student with *x* learning capacity operate at less than *x* level of achievement. Our way of life as a nation among nations now depends on how well we succeed in increasing the achievement of each individual.

The incidence of automation is no less a reason for developing the functional, *usable* intelligence of each individual citizen. Machines, which are daily eliminating the routine, repetitive jobs of scores of less skilled workers throughout the nation, are at the same time demanding more workers who can function at higher levels. As the need for relatively unskilled workers diminishes, the demand for skilled workers and technicians increases. As never before, education must help each individual—the slow, the average, and the superior—to find and to learn to use his highest level of intellectual achievement. The READING LABORATORY is devoted to helping educators with this task.

By taking a few minutes at the end of your semester's work with the Laboratory to set down some of your ideas on the questionnaire on the reverse, you are furthering this important work. It is hoped that out of your responses and those of your colleagues in many parts of the world may evolve a constant updating and improvement of the READING LABORATORY to further the concept of individualizing instruction, not only in reading and study skills but in every other area of academic achievement.

Please consider this a personal invitation from the senior author to communicate about your READING LABORATORY work.

Sincerely,

DON H. PARKER

TOWARD FURTHER RESEARCH

1. I teach children in grade_____in the

2. _____school,

3. located in_____.

4. I used SRA *Reading Laboratory 1c* from_____

to_____for approximately_____class periods

during the school year 19_____-19_____.

5. If a standardized reading achievement test was given both before and after using the lab(s), please give: name of test used_____;

forms_____; mean or median reading comprehension score for the class on

pretest_____; on posttest_____; difference_____.
(**Note:** If no standardized tests were given, please don't hesitate to send in the other information on this sheet.)

6. What other materials were used during the above period to teach reading and study skills?_____

_____

Did you consider the lab(s) a basic or an auxiliary program?_____

Was the Laboratory used by the entire class at a regularly scheduled time?_____

Was it used independently at a learning center?_____ Other _____

7. How much transfer of training from the SRA READING LABORATORY® system to the other areas of learning do you think your students experienced?
None ☐ A little ☐ A moderate amount ☐ A great deal ☐

8. In what areas, if any, was transfer evident? (If more than one, please rank in order, starting with the area in which transfer was highest.)

_____

_____

9. If you used *Reading Laboratory 1*, what use did you make of the *Word Games* other than for instruction in reading skills?

_____

10. Please check one of the following:
I would like more ☐ fewer ☐ the same number ☐ of Listening Skill Builders.

11. Do you grade your pupils on READING LABORATORY work?
Yes ☐ No ☐ If so, how?

_____

_____

12. Do you use the progress charts in conferences with parents?_____

With pupils?_____

13. What suggestions do you have for improving the READING LABORATORY program?

_____

_____

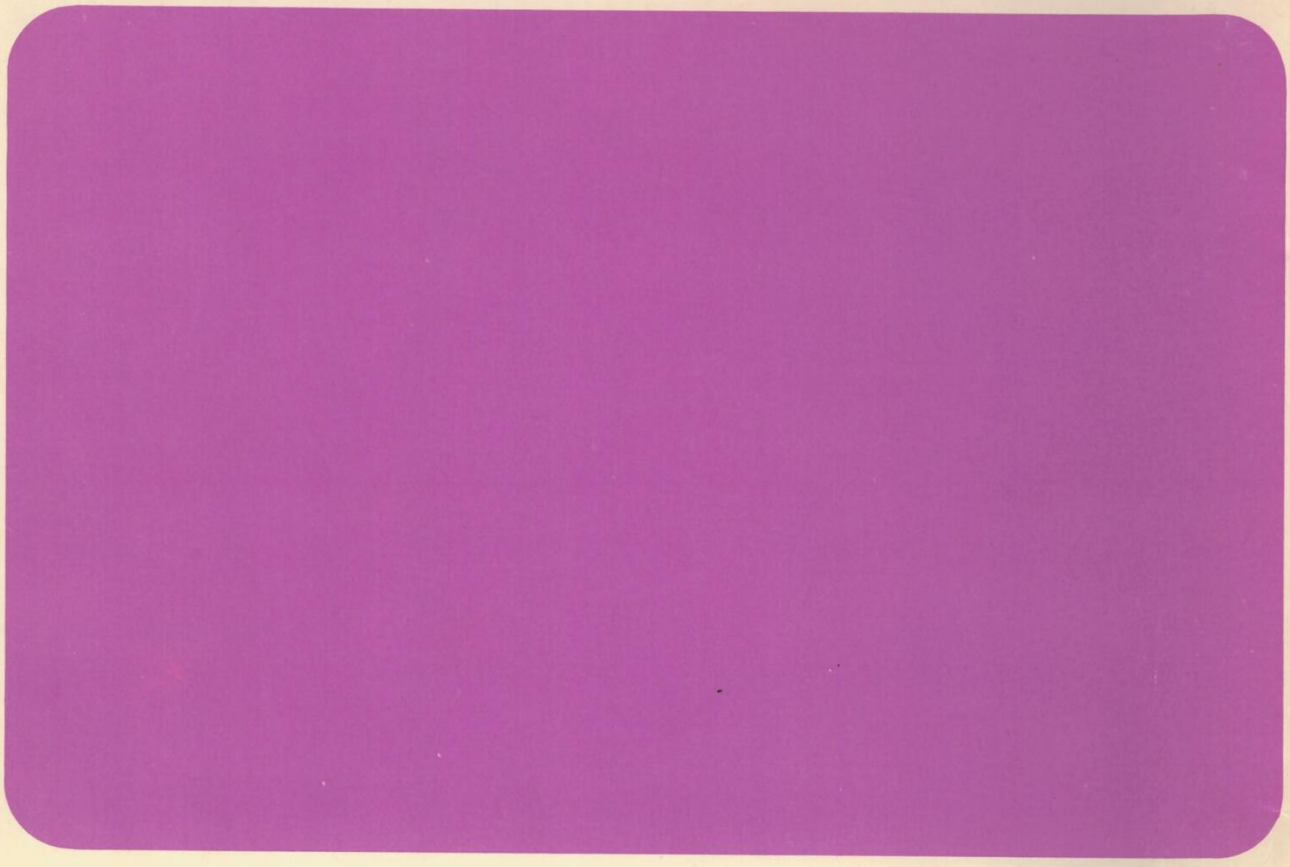
When completed, kindly mail to:

Don H. Parker
EMLIMAR
Big Sur, California 93920

Numerical Readability Designations and Lengths of Reading Selections

COLOR LEVEL	NUMERICAL DESIGNATION	NUMBER OF WORDS
Orange	1.6	100–110
Gold	1.8	125–135
Brown	2.0	150–160
Tan	2.2	175–185
Lime	2.4	200–220
Green	2.6	250–270
Aqua	3.0	350–370
Blue	3.5	450–470
Purple	4.0	525–550
Violet	4.5	600–625
Rose	5.0	700–725
Red	5.5	800–825

For a discussion of the significance of these designations, turn to "Answers to Common Questions" in the Reference and Resource Section of this handbook.



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STARTER
BOOKLET

SRA

READING LABORATORY®

1c

revised edition

by Don H. Parker
and
Genevieve Scannell

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Printed in the United States of America.

STARTER 1 — Orange

Where Does Paper Come From?

by Terri Allen

Where Does Paper Come From?

A man cuts down a tree. *Crash!* It falls to the ground.

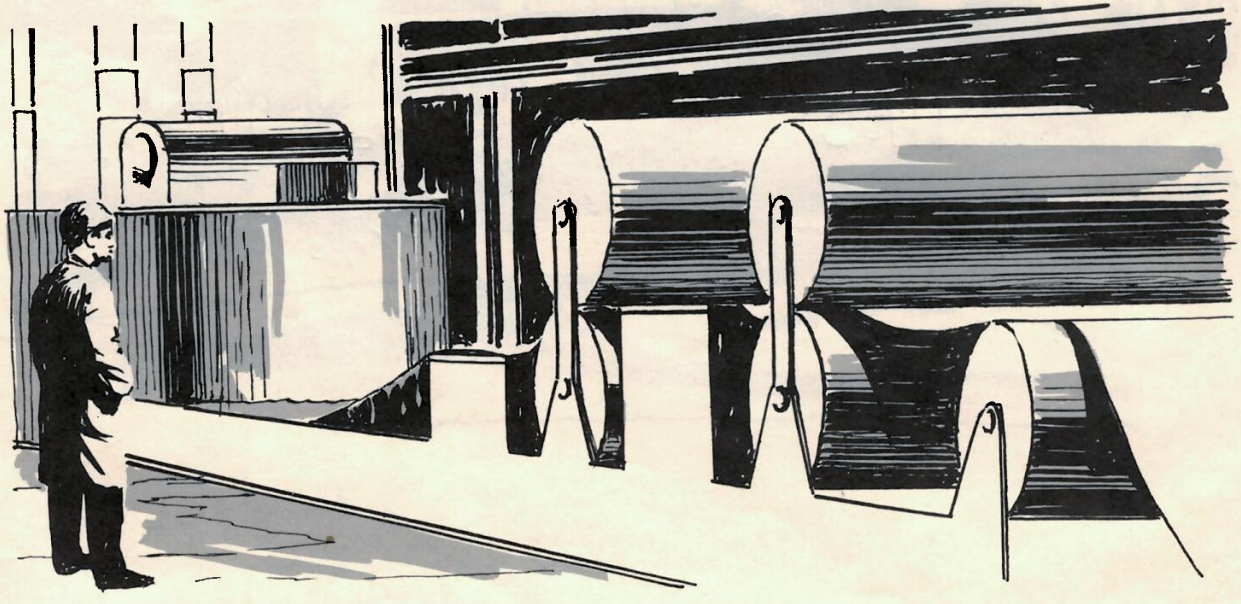
Other men cut off the branches. Now the tree is a log.

The log is pushed into the river. It floats down the river with other logs. Soon it comes to a mill.

There all the logs are cut into small pieces. These pieces go into a big pot. Other things go in too. All is stirred and mixed.

Soon it looks like a cake mix. It's a thick paste.

This paste is poured out and rolled flat. It's rolled very thin. Then it's dried out. It's paper!



How Well Did You Read?

If you read the story carefully, you can pick the word that makes each sentence right. Write the word on your record page. Here are the words you will need:

mill **floats** **log** **paste** **poured**

1 Men cut off the branches of a tree to make it a ____.
2 The log ____ down the river.
3 At the ____, logs are cut into small pieces.
4 They are mixed with other things to make a ____.
5 After that, it's ____ out and rolled flat to make paper.

Learn about Words

A It **falls** to the ground.

Look at the word in heavy type. Say it to yourself. Listen to the sound of *all.* Then look at the letters in the box below. Add them to *all* to make five new words. Write the words you make.

1 b	
2 c	
3 t	+ **all**
4 w	
5 sm	

B Look at the new words you have made. Decide which one belongs in each sentence below. Write the word.

6 The boys heard their father ____.
7 "Stop playing ____ and help me," he said.
8 The boys and their father cut down a ____ tree.
9 The boys sawed the tree into ____ pieces.
10 Their father used the wood to fix the barn ____.

C

tug	pig	met	kid
dug	dig	net	lid

The two words in each pair are almost alike. You must look at the first letter in each word to tell one from the other. The first letter is a consonant.

Directions: Read the sentences below. Each sentence has two words to choose from. Choose the word that makes sense in the sentence. Write that word.

11 Do not get (**wet, pet**).

12 Dad has a (**big, dig**) pig in the pen.

13 Tim (**hid, lid**) the cat and the dog.

14 Ann sat on the (**bed, led**).

15 We had a red (**rug, dug**) in the den.

Use Your Imagination

Did you know where paper came from before you read this story? Does it make you wonder where we get other things? Do you know where we get salt and pepper? Do you know what cloth is made of? Can you make up a story about where something else comes from?

STARTER 2 — Orange

Jean's Lucky Fall

by Jean MacGregor

Jean's Lucky Fall

Jean was coming home from school. It was cold. The walks were icy. Jean was running. She slipped on the ice and fell down. She hurt her arm.

She came home crying. Her mother took her to the doctor.

The doctor looked at her arm. He put it in a cast. Then he put a big bandage on it.

"There," he said. "You mustn't use that arm. Not for a few weeks. But after that, you can do anything you like with it."

"Will I be able to play the piano?" Jean asked.

"Of course you will," said the doctor.

"Wow!" Jean said. "That's good! I never could before."

How Well Did You Read?

If you read the story carefully, you can pick the word that makes each sentence right. Write the word on your record page. Here are the words you will need:

weeks **cast** **piano** **hurt** **could**

1 Jean ____ her arm and came home crying.
2 The doctor put her arm in a ____.
3 He told Jean not to use her arm for a few ____.
4 "Will I be able to play the ____?" Jean asked.
5 "I never ____ before," she said.

Learn about Words

A "Of course you **will**," said the doctor.

Look at the word in heavy type. Say it to yourself. Listen to the sound of *ill.* Then look at the letters in the box below. Add them to *ill* to make five new words. Write the words you make.

1 b	
2 f	
3 h	+ **ill**
4 p	
5 st	

B Look at the new words you have made. Decide which one belongs in each sentence below. Write the word.

6 Tom ____ had the cold that he had caught a week ago.
7 So he went up the ____ to the doctor's office.
8 The doctor said Tom needed a new kind of ____.
9 "Now ____ this order for the pills today," he said.
10 Tom paid his ____ and left the doctor's office.

C

tug	pig	met	kid
dug	dig	net	lid

The two words in each pair are almost alike. You must look at the first letter in each word to tell one from the other. The first letter is a consonant.

Directions: Read the sentences below. Each sentence has two words to choose from. Choose the word that makes sense in the sentence. Write that word.

11 Tim has a (**cup, cut**) of hot milk.

12 The pup (**dug, rug**) in the mud.

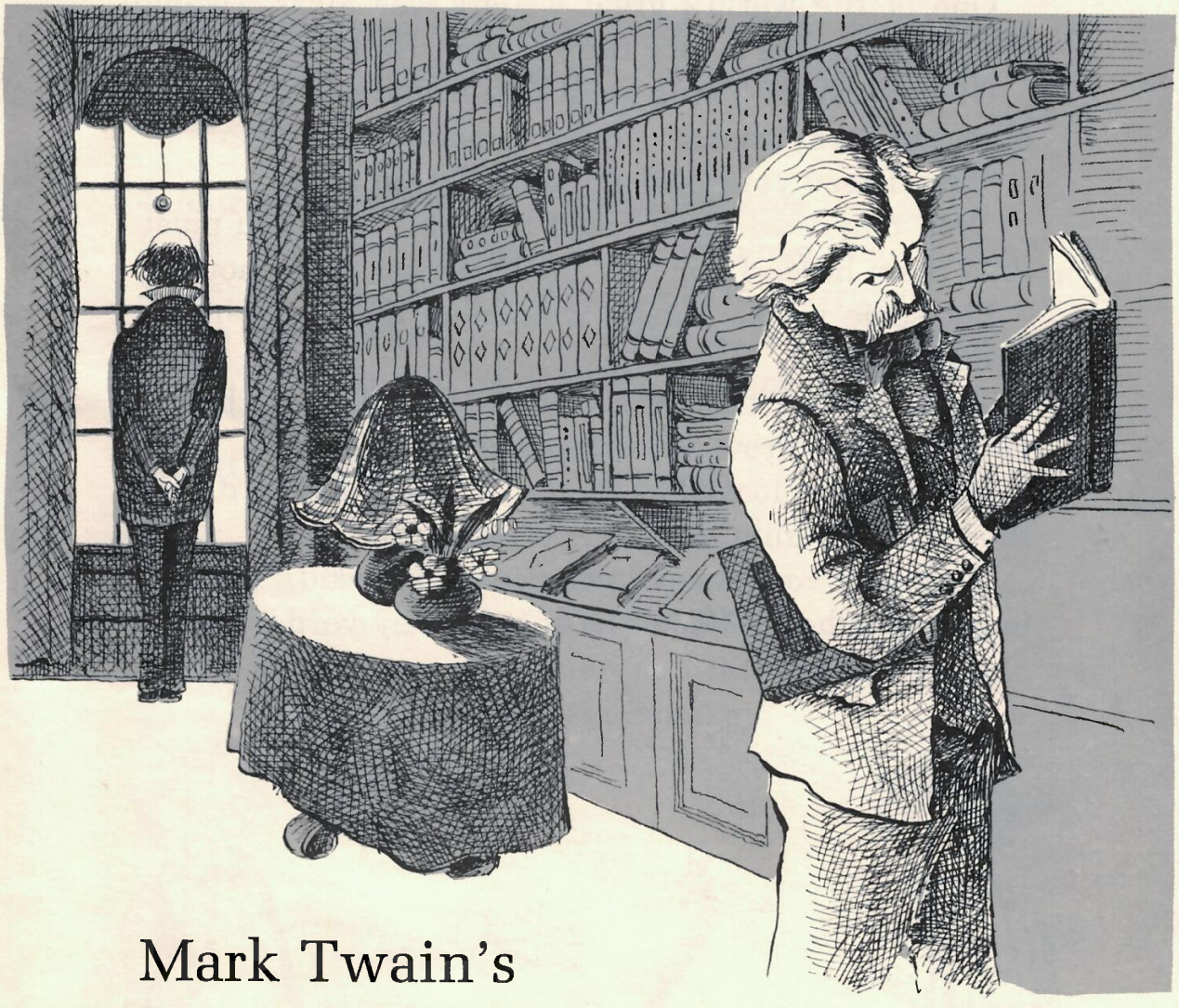
13 We (**met, let**) the man in the red hat.

14 Did the (**man, pan**) get on the bus?

15 Nan (**fed, wed**) her cat.

Use Your Imagination

The doctor told Jean that in a few weeks she could do anything with her arm. He meant that she'd be able to do anything she could do before. But suppose an elf gave you one wish so that you really could do anything you wanted. What would you wish to be able to do? Tell about it.



Mark Twain's Lawnmower

by Gary Kunkelman

Mark Twain's Lawnmower

One of the world's great writers was Mark Twain. Mark Twain was a very funny man. He loved jokes.

One day Mark Twain went to a friend's house. This man had many books.

"May I read your books?" Mark Twain asked.

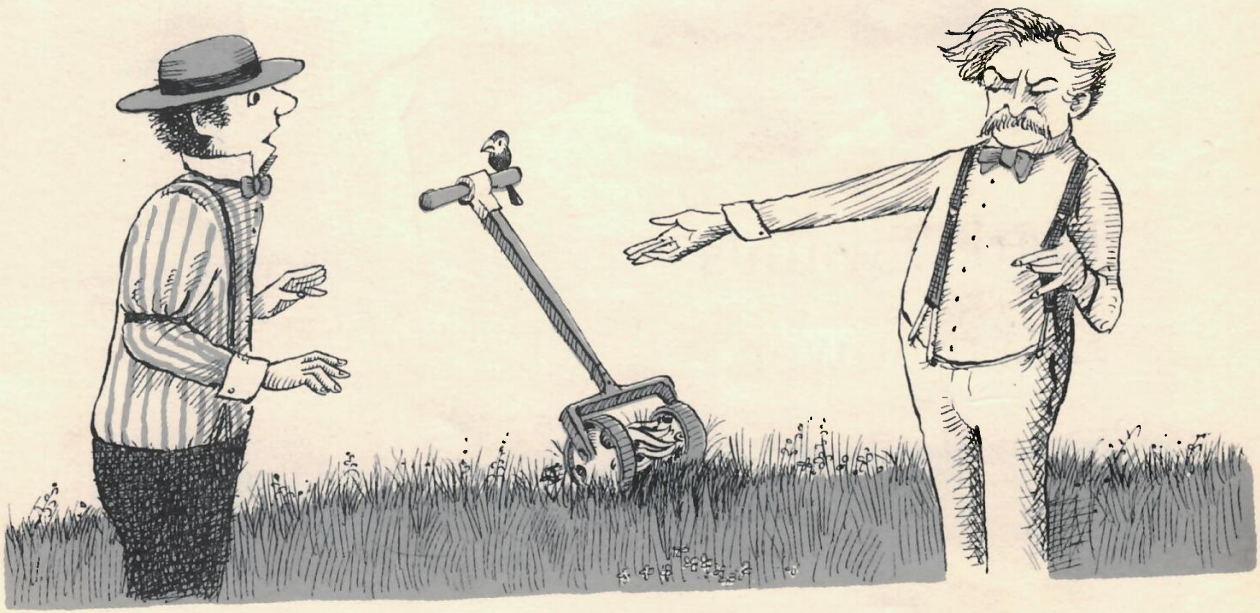
"You may read them," said the man, "but you must read them here. I don't let my books out of the house."

For some weeks Mark Twain read the books in his friend's house.

Then one day this man visited Mark Twain's home. He asked to borrow Mark Twain's lawnmower.

Mark Twain looked at the tall grass in his yard. He thought for a minute.

"You may borrow my lawnmower," he said, "but you must use it here. I don't let it out of my yard."



How Well Did You Read?

If you read the story carefully, you can pick the word that makes each sentence right. Write the word on your record page. Here are the words you will need:

borrow **house** **yard** **friend** **writers**

1 Mark Twain was one of the world's great ____.
2 One day he went to see a ____ who had many books.
3 Mark Twain had to read the books in his friend's ____.
4 His friend asked to ____ Mark Twain's lawnmower.
5 Mark Twain said, "I don't let it out of my ____."

Learn about Words

A "You **must** use it here," he said.

Look at the word in heavy type. Say it to yourself. Listen to the sound of *ust.* Then look at the letters in the box below. Add them to *ust* to make five new words. Write the words you make.

1 d	
2 g	
3 j	+ **ust**
4 r	
5 cr	

B Look at the new words you have made. Decide which one belongs in each sentence below. Write the word.

6 Bill ate his sandwich and threw away the ____.
7 Then he began to ____ off the lawnmower in the garage.
8 It took him ____ one hour to finish cleaning it.
9 He started to ride an old bike covered with ____.
10 But a ____ of wind blew it over, and it fell apart.

C bunch cash bath catch

In these words two or three consonants are written together to show one sound. Say the words softly and listen to the sounds of *ch, sh, th,* and *tch.*

Directions: Choose the word that makes sense in the sentence. Write that word.

11 Meg had jam on the (**bun, bunch**).

12 Did you (**cat, catch**) a fish in a dish?

13 He has a (**path, patch**) on his cap.

14 The rat had to (**hunt, hunch**) for his lunch.

15 Bob has a dog on the (**rash, ranch**).

Use Your Imagination

Mark Twain played a good joke on his friend. Do you like jokes? Write down some of your favorite jokes so that others can enjoy them.

A Funny Way to Become Famous

by John Savage

A Funny Way to Become Famous

Once there was a man named William A. Spooner. He was a teacher.

When he spoke, he mixed up his words. He would say the first part of one word. Then he would add the last part of another word to it.

Once he scolded a student for loafing. He meant to say, "You have wasted two terms." But he said, "You have tasted two worms."

William Spooner became famous for the way he spoke. If you say *honey fat* when you mean *funny hat,* it's called a spoonerism.

Once a man was selling fruit. He called, "Please buy my fruit! Please buy my fruit!" A little girl walked up to him. He looked at her. Then he smiled and spoke. And do you know what he said?

"Please fry my boot!"

The child ran all the way home. She wanted her mother. She didn't want to fry boots for a funny old man.

Some people are like the man who sold fruit. They say spoonerisms. But others don't mix up their words. They're all right. They talk like moo and yee.

How Well Did You Read?

If you read the story carefully, you can pick the word that makes each sentence right. Write the word on your record page. Here are the words you will need:

spoonerism boot another famous mix

1 When William Spooner spoke, he would ____ up his words.

2 He'd say the first part of one word and the last part of ____ word.

3 William Spooner became ____ for the way he spoke.

4 If you say *honey fat* when you mean *funny hat,* that's a ____.

5 The man who sold fruit said to the little girl, "Please fry my ____."

Learn about Words

A They're like the man who **sold** fruit.

Look at the word in heavy type. Say it to yourself. Listen to the sound of *old.* Then look at the letters in the box below. Add them to *old* to make five new words. Write the words you make.

1 f	
2 g	
3 h	+ **old**
4 t	
5 sc	

B Look at the new words you have made. Decide which one belongs in each sentence below. Write the word.

6 At the photographer's, Sue sat on a ____ velvet bench.

7 The photographer told her to ____ her head high.

8 Then he told her to ____ her hands in her lap.

9 Next he ____ her to put a bright look on her face, but Sue didn't understand.

10 So he began to ____ her, saying, "I said, put a light brook on your face!"

C

cat	cent
cot	city
cut	cycle
club	

All these words begin with the letter *c*. In the first group the *c* has the sound of *k*. This is called the hard sound of *c*. In the second group the *c* has the sound of *s*. This is called the soft sound of *c*. When *c* is followed by *a, o, u,* or a consonant, it usually has the hard sound. When it is followed by *e, i,* or *y,* it usually has the soft sound.

Directions: Notice that each word in heavy type has the letter *c* in it. If the *c* has the hard sound (like *k*), write *k*. If the *c* has the soft sound (like *s*), write *s*.

11 The dog ate the **crust** of the bun.

12 We have **mice** in the shed.

13 Jan has a **lace** dress.

14 Bob, did you **catch** that big fish?

15 Put some **ice** in this glass.

D

moonlight

The word *moonlight* means the light of the moon. *Moonlight* is a compound word. A compound word is made of two or more words that go together.

Directions: Notice the two words in heavy type. Make a compound word of the two words. Write the compound word.

16 Did you get the **book** in that **shop**?

17 My **house** is on a **boat**.

18 You can **play** on the **ground**.

19 There is bad **news** in the **paper**.

20 I keep the **tool** in the **box**.

Use Your Imagination

Try making up some spoonerisms of your own. Write them down and share them with your friends.

Room for One More?

by Gerry Armstrong

1 Father said, "It's a hot day. Let's go to the lake."

2 "Oh, good!" mother said. "Call the children, dear."

3 Father went to call the children.

4 Mother said to herself, "Let's see, there's Jill and Phil and father and me. I'll invite Aunt Mary, too. There's always room for one more."

5 Father said, "Phil, let's go to the lake."

6 Phil said, "Harry and I are playing. Could he come too?"

7 "Yes," said father. "There's always room for one more. Tell your sister that we're going."

8 Harry went home for his swimsuit.

9 Phil went to find his sister. "Jill," he said, "we're going to the lake."

10 "Can my friend Annie come too?" Jill asked.

11 "Yes," said Phil. "There's always room for one more."

12 Phil went to find his swimsuit.

13 Annie said to Jill, "Could I bring my brother Danny?"

14 "All right," said Jill. "There's always room for one more."

15 Annie went home for her swimsuit and her brother. Danny wanted to bring a friend. "Oh, well," said Annie, "there's always room for one more."

16 They met by the car. There were father and mother; Jill and Phil; Mary and Harry. There were Annie and Danny; Sam and Pam; Sue and Lou. There were Connie and Ronnie; Freddy and Hedy; Rosie and Joe.

17 "Oh, my!" said mother.

18 "There isn't room in my car!" said father.

19 "Never mind," said Aunt Mary. "I'll drive my car too. Will there be a place for me to park?"

20 Mother said, "Oh, yes. We always find a place to park."

21 "And there's always room for one more," said father.

22 They all laughed as they drove to the lake.

How Well Did You Read?

1 The story took place in the
   a winter
   b summer

2 Father wanted to go to the
   a circus
   b lake

3 Everyone kept saying there was
   a always room for one more
   b only room for a few

4 At last they decided that father and
   a Phil would both drive
   b Aunt Mary would both drive

5 As they drove off, everyone was
   a hot and unhappy
   b laughing

Learn about Words

A Often you can find out the meaning of a word by seeing how it is used in a story. The other words in the story give you clues.

Directions: Find the word in the story that best fits each meaning below. (A paragraph number tells you where to look.) Write the word.

1 shout to; speak loudly (3)
2 space (4)
3 take along (15)
4 came together (16)
5 leave a car for a time (20)

B A good way to learn words is to use them in sentences.

Directions: Find the word in the story that fits into each sentence best. (A paragraph number tells you where to look.) Write the word.

6 My father goes fishing in this ____. (1)
7 You may ____ six friends to your party. (4)
8 Robert knew how to drive, but he hadn't learned how to ____ the car. (19)
9 We have a special ____ for our toys. (20)
10 Does the sun ____ rise in the east? (21)

C

fed	bed	did
feed	bead	died

In the top words you hear the short sound of *e* or *i*. In the words below them you hear the long sound of *e* or *i*. Often when the vowels *ee, ea,* or *ie* come together, the first vowel has a long sound and the second is silent.

Directions: Try *ee, ea,* and *ie* in each unfinished word. Decide which letters give you a word that makes sense in the sentence. Write the word.

11 Is his horse t__d to a post?

12 Jim will plant the s__ds.

13 He fished by the cr__k.

14 Will you r__d this book?

15 We fr__d the fish for lunch.

D

camp	catch	brush	fast
camping	catcher	brushes	fastest

All the words in the top row end with a short vowel and two or more consonants. The second row shows how they look with the endings *ing, er, es,* and *est.* When the shorter word ends with a short vowel and two or more consonants, it usually keeps all its letters. The ending is just added to the word.

Directions: Each word has a two-letter or three-letter ending. Write the word without the ending. For example, if you read *jumper,* you write the shorter word *jump.*

16 catching

17 quickest

18 stamping

19 fonder

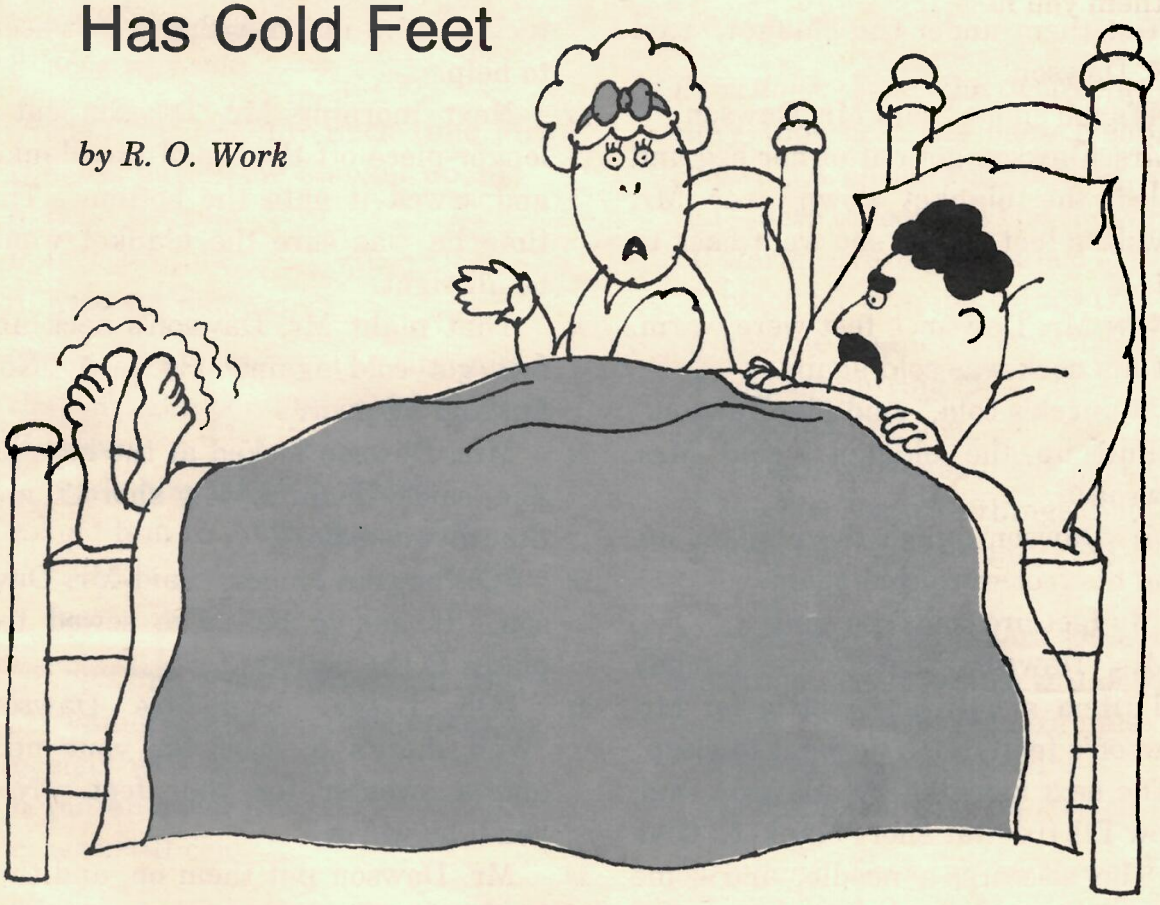
20 rushes

Use Your Imagination

This family doesn't plan things very well, does it? A simple trip to the lake got out of hand. What would it be like if they went on a long trip? Make up a story about it.

Mr. Dawson Has Cold Feet

by R. O. Work



1 One night Mr. Dawson said to his wife, "Marjorie, it's cold outside. Let's get out an extra blanket."

2 "All right, Donald," said Mrs. Dawson. "The blankets are in the cupboard. Let's get them now."

3 They went to the cupboard and got an old blanket. Then they went to bed.

4 "Marjorie," said Mr. Dawson, "this blanket must have shrunk. I don't think it will keep me warm."

5 "It will," said Mrs. Dawson.

Adapted from *Mr. Dawson Had a Farm* by R.O. Work, copyright 1951, by the Bobbs-Merrill Company, Inc., reprinted by permission of the publishers and Betty J. Russell.

6 Mr. Dawson closed his eyes. But he felt cold air around his neck. He pulled the blanket up higher.

7 "My feet are cold," said Mr. Dawson.

8 "Get them under the blanket," said Mrs. Dawson.

9 "It's too short," said Mr. Dawson.

10 Mrs. Dawson got out of her bed and pulled the blanket down over Mr. Dawson's feet. Then she went back to bed.

11 Now Mr. Dawson's feet were warm. But his neck was cold again.

12 "My neck's cold," said Mr. Dawson.

13 "Pull up the blanket," said Mrs. Dawson.

14 Mr. Dawson pulled the blanket up. Soon his feet were cold again.

15 "My feet are cold," he said.

16 Mrs. Dawson went to the kitchen and filled a hot-water bottle for Mr. Dawson's feet. Soon he went to sleep.

17 The next morning Mr. Dawson said, "Now I'll fix that short blanket. Give me the scissors, a needle, and some thread."

18 Mrs. Dawson gave them to him. Then Mr. Dawson put his blanket on the table. He cut a piece off the top of the blanket and sewed it onto the bottom.

19 Mr. Dawson went to bed early that night. Soon he felt cold air on his neck. So he pulled the blanket up higher. Then his feet were cold.

20 "My feet are cold," Mr. Dawson said.

21 "Oh, not again!" said Mrs. Dawson.

22 All night Mr. Dawson's neck and feet were cold. Mrs. Dawson kept tucking him in. But that didn't seem to help.

23 Next morning Mr. Dawson cut a longer piece off the top of the blanket and sewed it onto the bottom. This time he was sure the blanket would be all right.

24 That night Mr. Dawson's neck and feet got cold again. He said, "Now I'm cold all over."

25 Mrs. Dawson looked at the blanket. She said, "I think it's shorter now than it was before."

26 "Oh no, it's longer," said Mr. Dawson. "It has to be. I've sewed two pieces to the bottom."

27 "Oh, I see," said Mrs. Dawson. "Well, here's a scarf for your neck and a sweater for your feet. Now you'll be warm."

28 Mr. Dawson put them on, and then he went to sleep.

29 The next day Mrs. Dawson went shopping, and she came home with a big package. She opened the package and pulled out a very special blanket. It was ten feet wide and fifteen feet long.

30 "Oh, Marjorie," said Mr. Dawson, "that's a fine blanket. Now we both can get some sleep."

How Well Did You Read?

1 (*Recall an important detail.*) When Mr. Dawson's feet weren't cold, his
- **a** head was cold
- **b** neck was cold
- **c** nose was cold

2 (*Recall the result.*) Each time Mr. Dawson pulled the blanket up, his
- **a** head got cold
- **b** feet got cold
- **c** wife got angry

3 (*Recall the details.*) The first night that Mr. Dawson had cold feet, Mrs. Dawson
- **a** made him take a hot bath
- **b** told him to jump up and down
- **c** filled a hot-water bottle for his feet

4 (*Recall the result.*) After Mr. Dawson cut up and sewed the blanket, he
- **a** slept well all night
- **b** put on a sweater
- **c** was still cold

5 (*Recall an important detail.*) Mrs. Dawson finally solved the problem by
- **a** buying a bigger blanket
- **b** making her husband wear socks
- **c** making the blanket bigger

Learn about Words

A Often you can find out the meaning of a word by seeing how it is used in a story. The other words in the story give you clues.

Directions: Find the word in the story that best fits each meaning below. (A paragraph number tells you where to look.) Write the word.

1 warm covering for a bed (1)
2 place for keeping things (2)
3 become smaller when washed (4)
4 tool for cutting (17)
5 stitched (18)
6 a cloth worn about the neck (27)
7 bundle; box with things in it (29)
8 unusual; not ordinary (29)

B A word may have more than one meaning. Its meaning will depend on how it is used. For example:

My dad is a football fan.
He keeps cool with an electric fan.

Directions: Look at each word in heavy type below. Note the paragraph number. Look back at the paragraph. How is the word used there? Which meaning does it have? Write **a** or **b**.

9 fix (17)
- **a** make right; correct
- **b** arrange; prepare

10 fine (30)
- **a** excellent
- **b** very thin or slender

C car her sir fur for

When a vowel is followed by the letter *r,* it may not have either a long or a short sound. Instead, it may have one of the vowel sounds you hear in the words above.

Directions: Choose the word that makes sense in the sentence. Write that word.

11 I like Jane's blue (**skin, skirt**).

12 The fire began to (**burn, barn**) brightly.

13 I don't live (**far, fear**) from here.

14 The (**bird, beard**) flew to the tree.

15 I (**tore, tear**) my dress on a nail.

D

incorrect = in + correct
review = re + view

When the letters *in* and *re* are added at the beginning of a word, they are prefixes. The prefix *in* sometimes means "not." An *incorrect* answer is one that is not correct. The prefix *re* sometimes means "again." When you *review* your work, you look at it again. Adding a prefix makes a new word.

Directions: Each word in heavy type needs a prefix. Choose the right prefix—*in* or *re.* Then write the new word.

16 I had to pay back the money I borrowed. I had to __**pay** it.

17 That is not a direct way through the woods. It is __**direct**.

18 I need one stamp to complete my collection. It is __**complete** now.

19 Tom set the clock wrong. He had to __**set** it.

20 The paint has come off that chair. We'll have to __**paint** it.

Use Your Imagination

Suppose Mrs. Dawson hadn't found an extra-big blanket. What could she have done to keep Mr. Dawson's neck and feet warm at the same time? Think of a plan that wasn't in the story. Tell about it.

ANSWER KEY CARDS

STARTER 1

1 ORANGE Starter

How Well Did You Read?

1 log
2 floats
3 mill
4 paste
5 poured

Learn about Words

1 ball
2 call
3 tall
4 wall
5 small

6 call
7 ball
8 tall
9 small
10 wall

11 wet
12 big
13 hid
14 bed
15 rug

STARTER 2

2 ORANGE Starter

How Well Did You Read?

1 hurt
2 cast
3 weeks
4 piano
5 could

Learn about Words

1 bill
2 fill
3 hill
4 pill
5 still

6 still
7 hill
8 pill
9 fill
10 bill

11 cup
12 dug
13 met
14 man
15 fed

STARTER 3

3 GOLD Starter

How Well Did You Read?

1 writers
2 friend
3 house
4 borrow
5 yard

Learn about Words

1 dust
2 gust
3 just
4 rust
5 crust

6 crust
7 dust
8 just
9 rust
10 gust

11 bun
12 catch
13 patch
14 hunt
15 ranch

ANSWER KEY CARDS

STARTER 4

4 TAN Starter

How Well Did You Read?

1 mix
2 another
3 famous
4 spoonerism
5 boot

Learn about Words

1 fold
2 gold
3 hold
4 told
5 scold

6 gold
7 hold
8 fold
9 told
10 scold

11 k
12 s
13 s
14 k
15 s

16 bookshop
17 houseboat
18 playground
19 newspaper
20 toolbox

STARTER 5

5 GREEN Starter

How Well Did You Read?

1 b
2 b
3 a
4 b
5 b

Learn about Words

1 call
2 room
3 bring
4 met
5 park

6 lake
7 invite
8 park
9 place
10 always

11 tied
12 seeds
13 creek
14 read
15 fried

16 catch
17 quick
18 stamp
19 fond
20 rush

STARTER 6

6 BLUE Starter

How Well Did You Read?

1 b
2 b
3 c
4 c
5 a

Learn about Words

1 blanket
2 cupboard
3 shrunk
4 scissors
5 sewed
6 scarf
7 package
8 special

9 a
10 a

11 skirt
12 burn
13 far
14 bird
15 tore

16 repay
17 indirect
18 incomplete
19 reset
20 repaint

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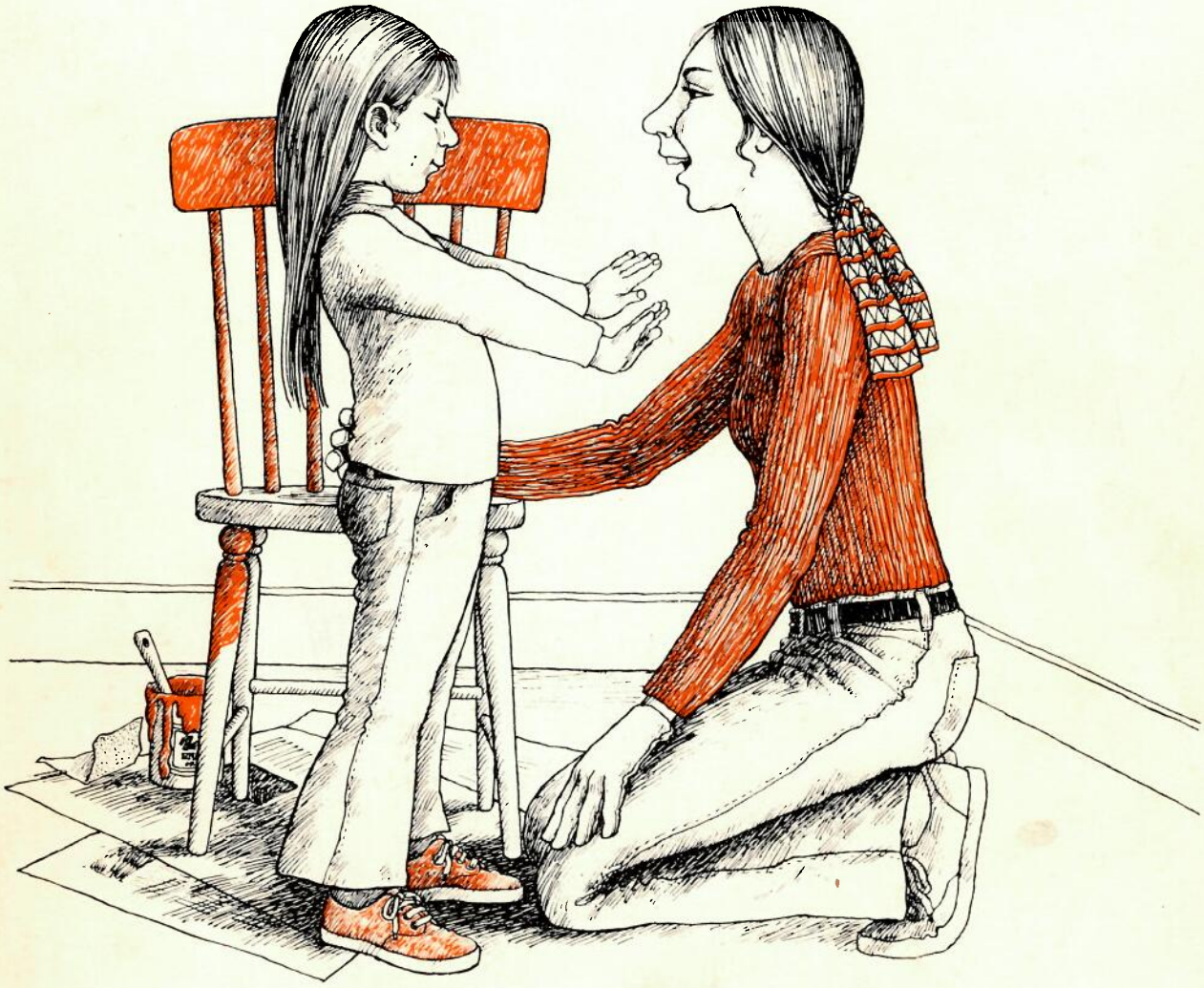
GIFT SPOTS

by Genevieve Gray



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Gift Spots

"Karen! You told a lie!" Karen's mother smiled. She was teasing.

Karen looked at her fingernails. Pale half-moons were at the bottom. Karen always had those. All people have them.

Karen saw something else. There were small white spots. They hadn't been there last week.

Some people call them lie spots.

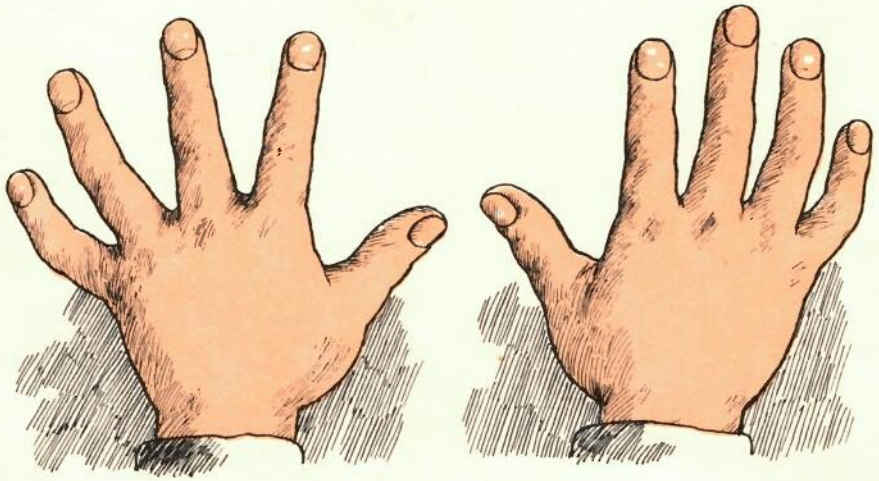
Others call them gift spots. "Soon you'll get a present," they say.

Both are wrong.

Each spot is a bruise. You may have mashed your finger. Or you may have hit your nail. The spots show that your nail is getting well.

Don't worry. The gift spots will go away.

(But it *would* be nice if they brought presents!)



How Well Did You Read?

If you read the story carefully, you can pick the word that makes each sentence right. Write the word on your record page. Here are the words you will need:

gift mashed bruise teasing fingernails

1 Mother was ____ Karen by saying "You told a lie."
2 Karen's ____ had small white spots on them.
3 People call these spots lie spots or ____ spots.
4 But each spot is really a ____.
5 It shows that you have hit or ____ your finger.

Learn about Words

A You may have **hit** your nail.

Look at the word in heavy type. Say it to yourself. Listen to the sound of *it.* Then look at the letters in the box below. Add them to *it* to make five new words. Write the words you make.

1 b	
2 f	
3 k	+ **it**
4 s	
5 sp	

B Look at the new words you have made. Decide which one belongs in each sentence below. Write the word.

6 Karen's cat was angry and began to ____ at her.
7 When Karen tried to pet it, the cat ____ her hand.
8 Karen's mother got out her first-aid ____.
9 She made a bandage to ____ Karen's hand.
10 "If a cat's angry, let it ____," said Karen's mother.

C bi**b** hi**d** bi**g** ha**m** ca**n** pu**p** bi**t**

Each of these words ends with a consonant. The letters *b, d, g, m, n, p,* and *t* are consonants.

Directions: Read the sentences below. Each sentence has two words to choose from. Choose the word that makes sense in the sentence. Write that word.

11 Jim had a pet (**pig**, **pit**).

12 Will the (**lip**, **lid**) fit the can?

13 Tim fed the (**cat**, **cab**).

14 The dog is (**wet**, **wed**).

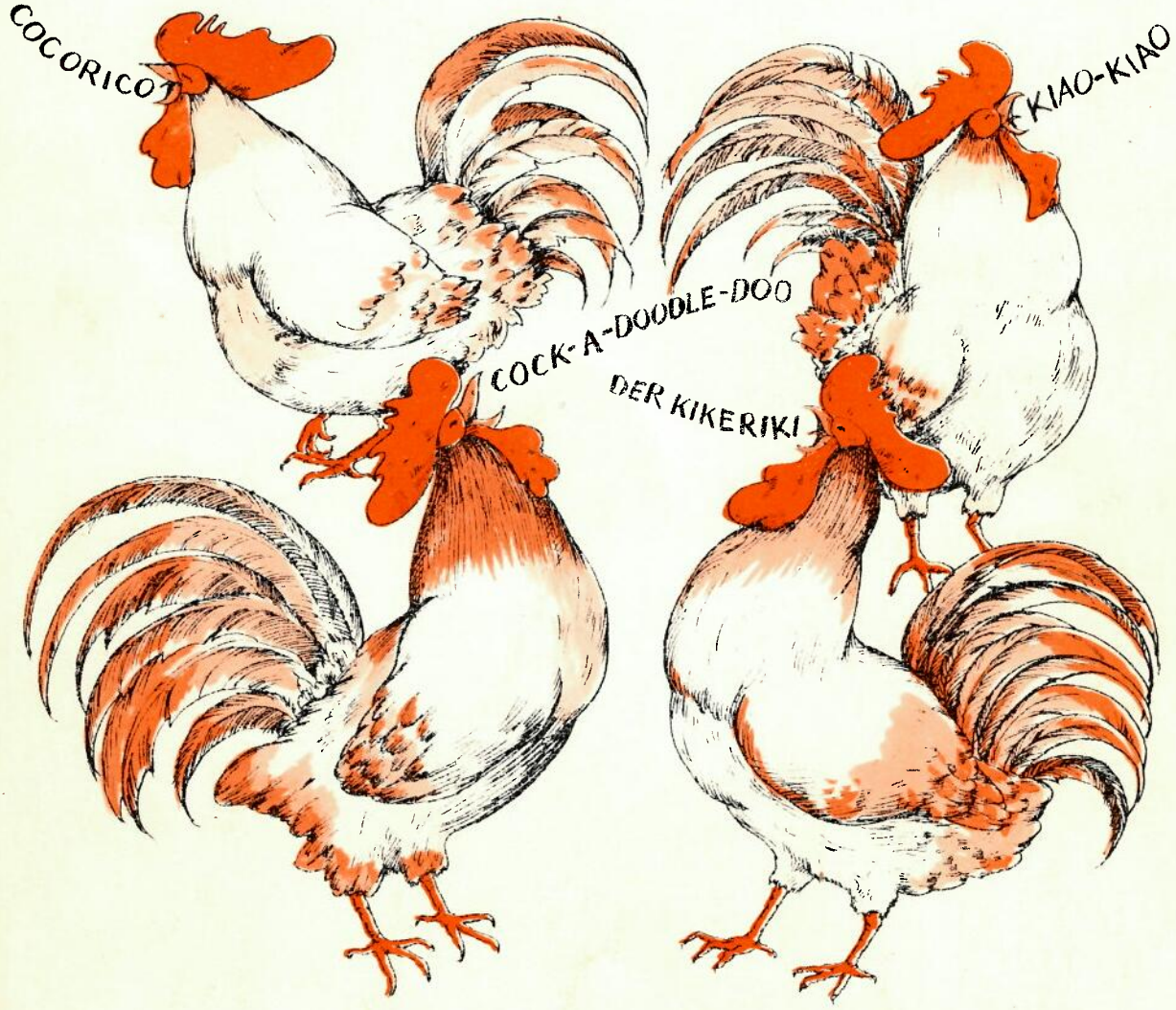
15 The pup has a lot of (**pep**, **pet**).

Use Your Imagination

Look at your fingernails. Do you have any little white spots on them? If not, pretend that you do. Now suppose you really did get a gift for each spot. How many gifts could you expect? What would you like those gifts to be?

Animal Talk

by Maureen Tam



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Animal Talk

It's morning. A rooster crows. What sound does it make?

An American will tell you it's *cock-a-doodle-doo!* So will an Englishman.

But a Frenchman says it's *cocorico!*

"Der kikeriki!" says a German.

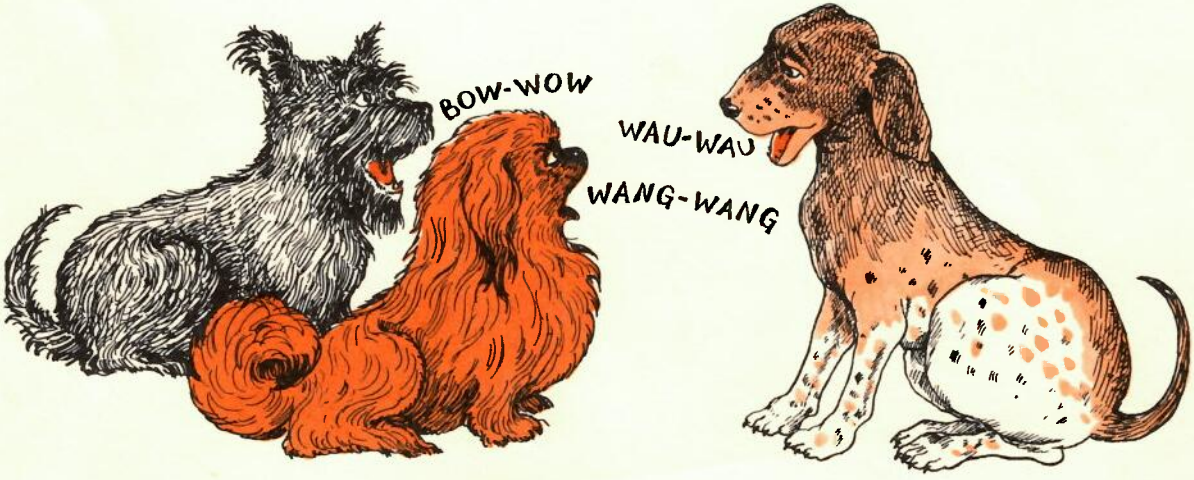
"Kiao-kiao!" says a Chinese.

Of course, roosters don't say *cock-a-doodle-doo.* They don't say *kiao-kiao.* They don't say words at all. They just make noises.

But people make up words to sound like those noises. And the words are different in different languages.

So a dog's bark may be *bow-wow* in English. But it's *wau-wau* in German. And a Chinese dog says *wang-wang!*

Listen to a dog barking. What sound do you really hear? Can you write it down?



How Well Did You Read?

If you read the story carefully, you can pick the word that makes each sentence right. Write the word on your record page. Here are the words you will need:

words **noises** **bark** **crows** **sound**

1 It's morning and a rooster ____.
2 Roosters don't say ____ at all.
3 They just make ____.
4 People make up words to ____ like those noises.
5 A dog's ____ is *wau-wau* in German.

Learn about Words

A Can you **tell** what a rooster says?
Look at the word in heavy type. Say it to yourself. Listen to the sound of *ell.* Then look at the letters in the box below. Add them to *ell* to make five new words. Write the words you make.

1 b	
2 f	
3 s	+ **ell**
4 w	
5 y	

B Look at the new words you have made. Decide which one belongs in each sentence below. Write the word.

6 Billy slept ____ and woke up late.
7 He had to hurry so much that he ____ down.
8 I'll find a shop where they ____ clocks, he thought.
9 I'll buy a clock with a loud ____.
10 Then no one will ____ at me for being late.

C cat bed pig pot tub

Each of these words has a vowel in it. The letters *a, e, i, o,* and *u* are vowels.

Directions: Read the sentences below. Each sentence has two words to choose from. Choose the word that makes sense in the sentence. Write that word.

11 The cat sat on my (**lap**, **lip**).

12 Tim (**had**, **hid**) in the tub.

13 We got a (**fan**, **fin**) when it was hot.

14 Why is Ted so (**bud**, **bad**)?

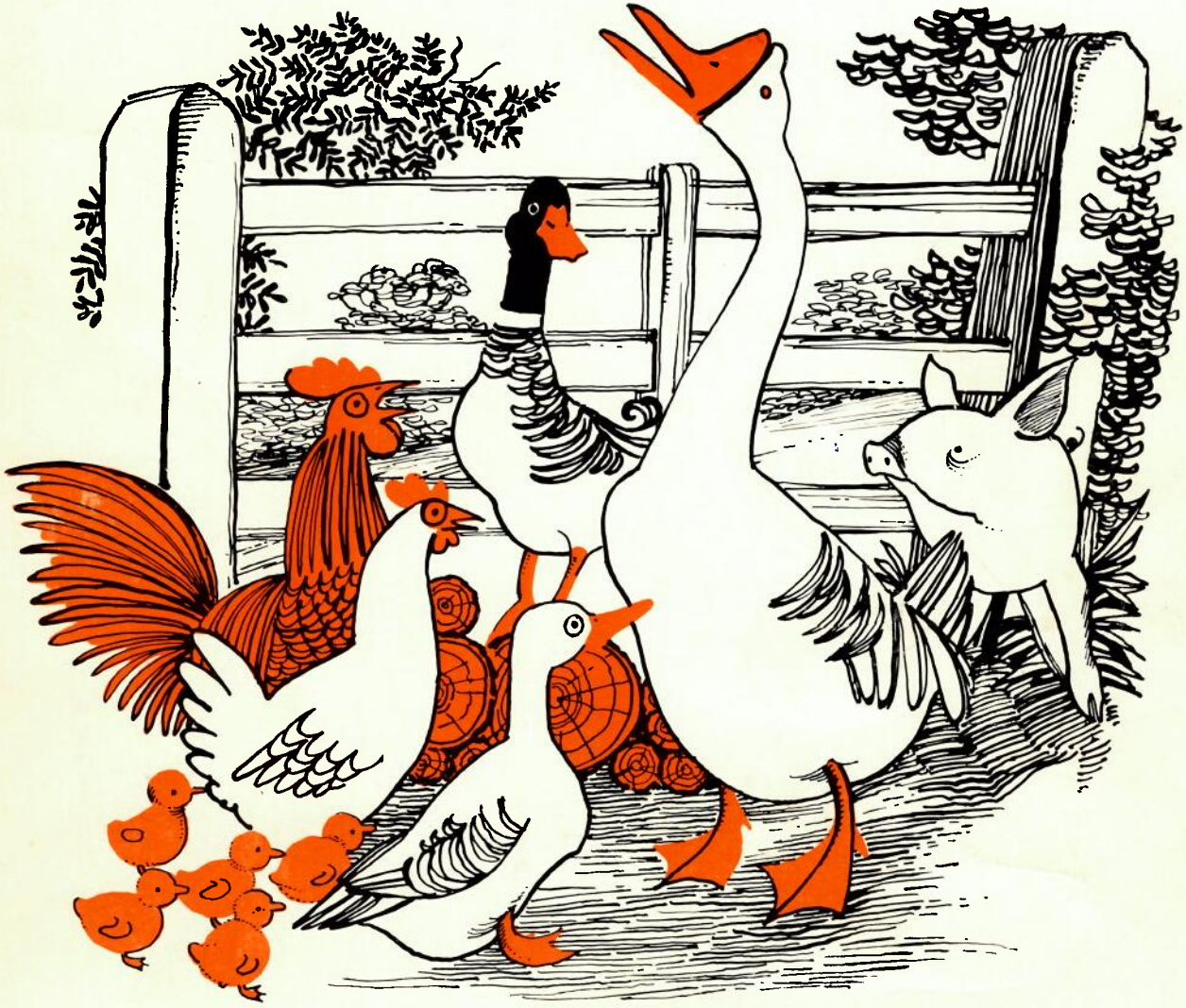
15 Did you see (**at**, **it**)?

Use Your Imagination

Animals may not talk very much, but they're very good listeners. When you feel sad or lonely or naughty, animals are especially good friends. Tell about a talk you've had or would like to have with an animal.

The Silly Goose

by Ricarda Daniels



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The Silly Goose

"Who is the prettiest bird in the farmyard?" asked the goose.

"You are! You are!" said the hens.

"Who has the whitest feathers?" asked the goose.

"You do!" said the ducks. "You do!"

"Who has the longest neck?" asked the goose.

"You do! You do!" said the pigs.

The goose smoothed her feathers. She stretched her long neck. "Who's the prettiest bird? Who's the prettiest bird?" she shouted.

"You are," said the farmer. And he grabbed her by the neck.

"You are," said the cook. And he threw her in the pot.

"You are," said the people at the table. And they ate up the silly goose.

How Well Did You Read?

If you read the story carefully, you can pick the word that makes each sentence right. Write the word on your record page. Here are the words you will need:

silly smoothed grabbed prettiest stretched

1 "Who is the ____ bird?" asked the goose.
2 The goose ____ her feathers.
3 She ____ her long neck.
4 The farmer ____ her by the neck.
5 The people at the table ate up the ____ goose.

Learn about Words

A And he threw her in the **pot**.

Look at the word in heavy type. Say it to yourself. Listen to the sound of *ot.* Then look at the letters in the box below. Add them to *ot* to make five new words. Write the words you make.

1 h	
2 l	
3 n	+ **ot**
4 sp	
5 tr	

B Look at the new words you have made. Decide which one belongs in each sentence below. Write the word.

6 The farmer was putting ____ water in a pan.
7 I'm in a bad ____, thought the goose.
8 "I do ____ want to be dinner," she said aloud.
9 The farmer thought, This goose is worth a ____.
10 So he said, "Let's ____ off and join the circus."

C				
	tug	**p**ig	**m**et	**k**id
	dug	**d**ig	**n**et	**l**id

The two words in each pair are almost alike. You must look at the first letter in each word to tell one from the other. The first letter is a consonant.

Directions: Read the sentences below. Each sentence has two words to choose from. Choose the word that makes sense in the sentence. Write that word.

11 Jim and Tim can (**fun**, **run**).

12 The pup ran and (**set**, **met**) Bud.

13 Nan (**bit**, **hit**) the bun.

14 Hal (**fed**, **wed**) the hen.

15 He had six buns in a (**bag**, **rag**).

Use Your Imagination

Suppose you found that your dog or cat could talk. Think about the funny things you could do with a talking pet. You could really surprise people with him. Tell about the things you and your pet might do.

Red Is for Brides

by Mary Shivanandan

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Red Is for Brides

"Why is the lady sad?" Pushpa asked. She held the book up. Her American friend, Ann, looked at the picture.

Ann saw a bride. The bride wore a long white gown. The groom stood at her side.

"She's not sad," said Ann. "She's a happy bride."

"Then why does she wear white?" asked Pushpa. "In India, white is the color of sadness. When my grandpa died, my granny wore white."

"That's strange," said Ann. "When *my* grandpa died, my granny wore a black dress. What color do brides wear in India?"

"Red," said Pushpa.

"I love red!" cried Ann. "I'll have to get married in India."

How Well Did You Read?

If you read the story carefully, you can pick the word that makes each sentence right. Write the word on your record page. Here are the words you will need:

white **happy** **red** **lady** **gown**

1 Pushpa asked why the ____ in the picture was sad.
2 Ann saw a bride in a long white ____ in the picture.
3 She told Pushpa that the bride was ____, not sad.
4 Pushpa said, "In India, ____ is the color of sadness."
5 Brides in India wear ____ when they get married.

Learn about Words

A The **bride** wore a long white gown.

Look at the word in heavy type. Say it to yourself. Listen to the sound of *ide.* Then look at the letters in the box below. Add them to *ide* to make five new words. Write the words you make.

1 h	
2 r	
3 s	+ **ide**
4 w	
5 sl	

B Look at the new words you have made. Decide which one belongs in each sentence below. Write the word.

6 The bride had to ____ to her wedding in a cab.
7 Her white wedding gown had a very ____ skirt.
8 The train on her gown seemed to ____ as she walked.
9 The groom stood by her ____ during the wedding.
10 The bride tried to ____ her tears of happiness.

C bi**b** hi**d** bi**g** ha**m** ca**n** pu**p** bi**t**

Each of these words ends with a consonant. The letters *b, d, g, m, n, p,* and *t* are consonants.

Directions: Read the sentences below. Each sentence has two words to choose from. Choose the word that makes sense in the sentence. Write that word.

11 Sam had a blue (**hat**, **ham**).

12 His dog sits up to (**bet**, **beg**).

13 Can the saw cut the (**log**, **lot**)?

14 Ted has ham on his (**bud**, **bun**).

15 Tim is his (**pal**, **pad**).

Use Your Imagination

Think of red, white, blue, green, and orange. Do different things come to your mind when you see them? Can you tell a story about them?

Are Plants Ticklish?

by Pat Veith

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Are Plants Ticklish?

Are plants like people? In some ways they may be. Some are tall and thin. Some are short and fat. Some like to bake in the sun. Some like cool, damp places. And some are ticklish!

Well, maybe plants can't *really* be ticklish. But there's one that seems to be. It's the mimosa.

Each mimosa leaf has many parts. It's like a hand with many fingers. Touch one. A funny thing happens. The tiny fingers fold up. The stem droops.

But soon the little hand opens again. The stem lifts up. The fingers reach out. They seem to say, "Won't you tickle me again?"

How Well Did You Read?

If you read the story carefully, you can pick the word that makes each sentence right. Write the word on your record page. Here are the words you will need:

fingers **people** **ticklish** **stem** **folds**

1 The story says that plants may be like ____ in some ways.
2 A plant that seems to be ____ is the mimosa.
3 The mimosa leaf is like a hand with many ____.
4 When you touch a mimosa leaf, it ____ up and droops.
5 But soon the leaf opens again and the ____ lifts up.

Learn about Words

A The leaves seem to **say**, "Tickle me."
Look at the word in heavy type. Say it to yourself. Listen to the sound of *ay*. Then look at the letters in the box below. Add them to *ay* to make five new words. Write the words you make.

1 g	
2 m	
3 w	+ **ay**
4 pl	
5 st	

B Look at the new words you have made. Decide which one belongs in each sentence below. Write the word.

6 Mother says I ____ take care of my baby brother.
7 She says I may ____ with him if I'm not rough.
8 One ____ to make him laugh is to tickle him.
9 His laugh sounds very ____.
10 I like to ____ home and take care of him.

C cat bed pig pot tub

Each of these words has a vowel in it. The letters *a, e, i, o,* and *u* are vowels.

Directions: Read the sentences below. Each sentence has two words to choose from. Choose the word that makes sense in the sentence. Write that word.

11 I hid the bag from (**hem**, **him**).

12 Let Nan pet the (**cot**, **cat**).

13 Hal has a red (**tap**, **top**).

14 Rags was a bad (**dig**, **dog**).

15 My, it is (**hot**, **hut**)!

Use Your Imagination

Do you think a mimosa plant would make a good pet? It might be fun to tickle, but what else could you do with it? It would certainly be an unusual pet. What other unusual pets can you think of? Tell about them.

ORANGE 7 Lab 1c

Why Go to Bed?

by Blanche Boshinski

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Why Go to Bed?

"Why?" asked Betty. "Why do I have to go to bed?"

"You need rest," said daddy.

"I'll rest here," Betty said. She sat on a chair.

Betty's kitten went to bed. Her dog barked good night and went to his bed.

It grew late. Betty's eyes started to close.

"I won't sleep," she said.

La, la, de, dum, Betty sang to herself. That didn't help.

Betty couldn't stay awake. *Plop!* She fell over. She was asleep on the floor.

Daddy carried her to bed.

Betty opened one eye.

"Why do I have to go to bed?"

Daddy laughed at her. "Because the bed won't come to you," he said.

How Well Did You Read?

If you read the story carefully, you can pick the word that makes each sentence right. Write the word on your record page. Here are the words you will need:

sit **carried** **barked** **bed** **asleep**

1 Betty didn't want to go to ____.
2 She tried to ____ up in a chair all night.
3 Her dog ____ good night.
4 Betty fell ____ on the floor.
5 Her father ____ her to bed.

Learn about Words

A It **grew** late.

Look at the word in heavy type. Say it to yourself. Listen to the sound of *ew*. Then look at the letters in the box below. Add them to *ew* to make five new words. Write the words you make.

1 d	
2 f	
3 n	+ **ew**
4 bl	
5 fl	

B Look at the new words you have made. Decide which one belongs in each sentence below. Write the word.

6 It was a ____ day when Betty woke up.
7 The ____ was still on the grass from the night.
8 The wind ____ softly through the trees.
9 A bird ____ to Betty's window and sat there.
10 Betty sang a ____ lines of a song to it.

C

tug	**p**ig	**m**et	**k**id
dug	**d**ig	**n**et	**l**id

The two words in each pair are almost alike. You must look at the first letter in each word to tell one from the other. The first letter is a consonant.

Directions: Read the sentences below. Each sentence has two words to choose from. Choose the word that makes sense in the sentence. Write that word.

11 Did Ned (**sit**, **hit**) Tom?

12 The TV (**pet**, **set**) is big.

13 Is the ham in the (**pan**, **fan**)?

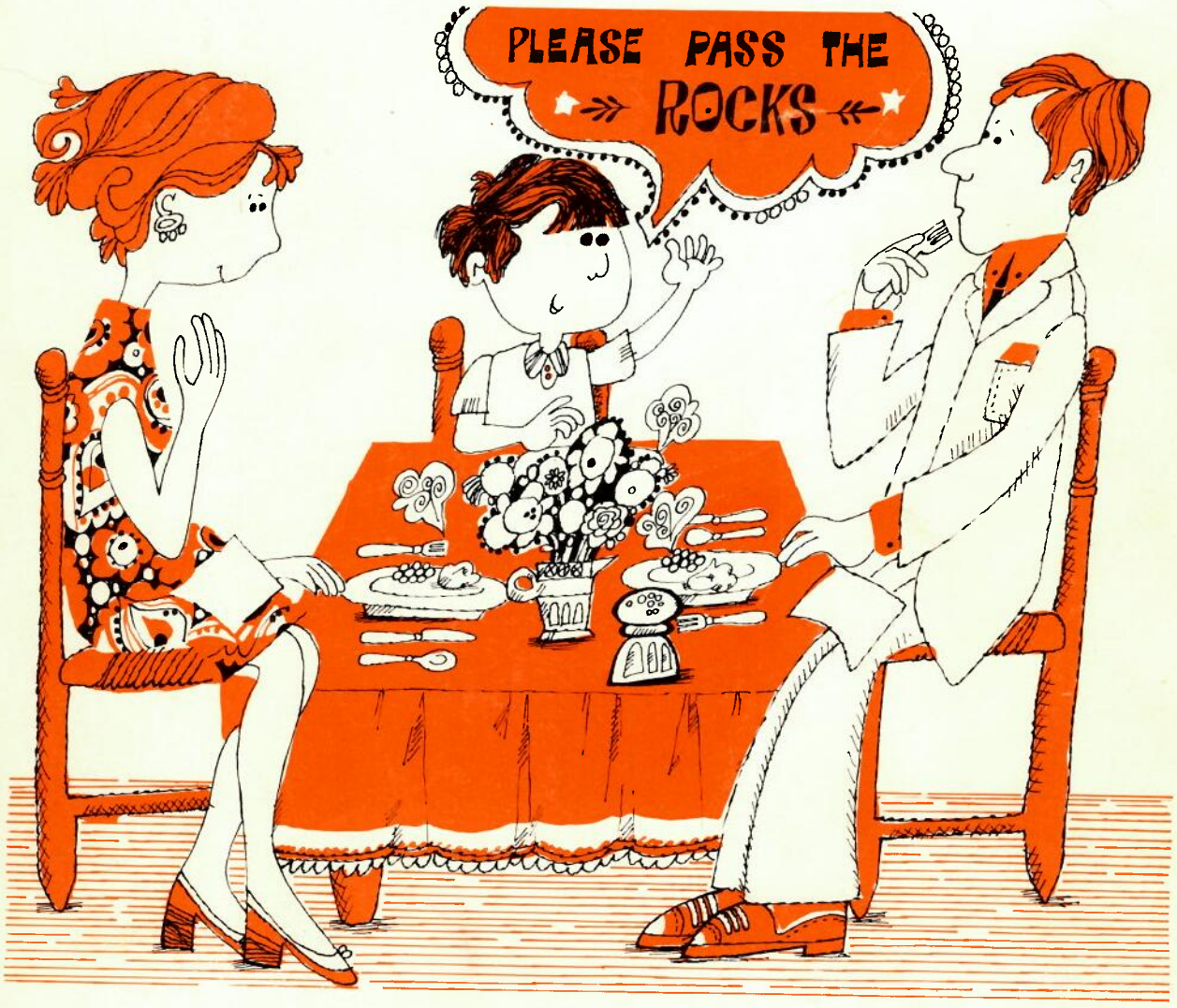
14 He led the (**hog**, **log**) into the pen.

15 The (**man**, **pan**) got on the bus.

Use Your Imagination

Suppose Betty's father hadn't put her to bed. How do you think she would have felt in the morning when she woke up on the floor? What would she have done the next night? Can you tell a story about it?

Rocks to Eat and Smell



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Rocks to Eat and Smell

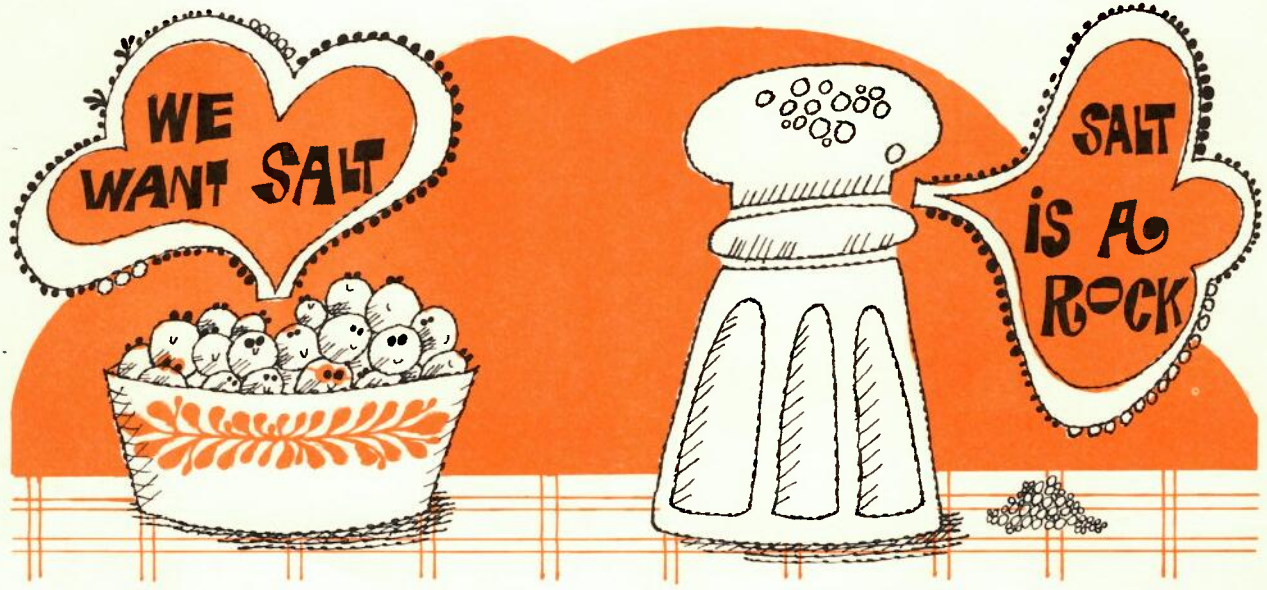
Sometimes you put rocks on your food! Yes, you do. And you think they taste good.

Salt is a rock. It's found in salt mines. First it's big rocks. Then it's crushed into tiny pieces. These pieces fit into a saltshaker.

There's another rock you can taste. It's called borax. This rock is sweet. You'll find it in some toothpastes and soaps.

Sulfur is a rock you can smell. If you rub it or heat it, it smells bad. It smells like rotten eggs. You won't want to taste that one.

Tonight at dinner, ask your mother to pass the rocks. Let's see what she does.



How Well Did You Read?

If you read the story carefully, you can pick the word that makes each sentence right. Write the word on your record page. Here are the words you will need:

rotten **mines** **rocks** **crushed** **borax**

1 Sometimes you put ____ on your food.
2 Salt is a rock that is found in salt ____.
3 The big salt rocks are ____ into tiny pieces.
4 A sweet rock called ____ is found in toothpastes.
5 One rock, sulfur, smells like ____ eggs.

Learn about Words

A Sulfur is a rock you can **smell**.

Look at the word in heavy type. Say it to yourself. Listen to the sound of *ell.* Then look at the letters in the box below. Add them to *ell* to make five new words. Write the words you make.

1 s	
2 t	
3 w	+ **ell**
4 sh	
5 sp	

B Look at the new words you have made. Decide which one belongs in each sentence below. Write the word.

6 Mother said, "Go to a shop where they ____ food."
7 "I'll ____ you what to buy."
8 "Write out a list, and try to ____ everything right."
9 "Buy salt and some of that tea I like so ____."
10 "And get some salted peanuts in the ____."

C bi**b** hi**d** bi**g** ha**m** ca**n** pu**p** bi**t**

Each of these words ends with a consonant. The letters *b, d, g, m, n, p,* and *t* are consonants.

Directions: Read the sentences below. Each sentence has two words to choose from. Choose the word that makes sense in the sentence. Write that word.

11 The cat (**hid**, **hit**) in a hat.

12 Meg has a bit of ham in the (**pat**, **pan**).

13 Pam can nap on the (**cob**, **cot**).

14 Lil fell into the (**pin**, **pit**).

15 Tom sat on a (**mat**, **mad**).

Use Your Imagination

One place you'll find lots of salt is in ocean water. Make up a story to tell how the waters of the world's oceans and seas got so salty.

What's the Hungriest Animal?

by Allen Hunter

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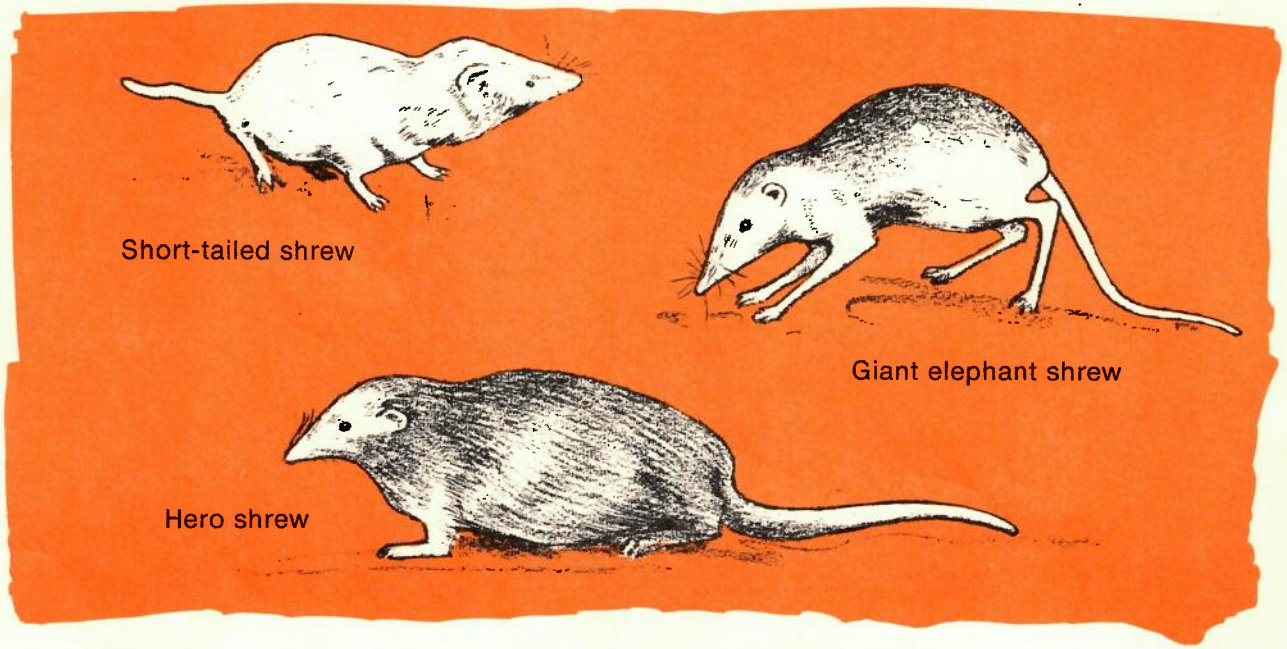
What's the Hungriest Animal?

The hungriest animal in the world would fit in your hand! It's a tiny shrew.

A shrew spends its whole life eating. All day long it looks for food. It eats insects. It eats worms. It will even eat other shrews.

A shrew eats as much as it weighs every three hours. It has to. Its body uses up food that fast. It would die if it didn't eat all the time.

The shrew looks for food day and night. It hardly sleeps. It wears itself out in just one year. Poor shrew! Eating should be fun. But it's a full-time job for him.



How Well Did You Read?

If you read the story carefully, you can pick the word that makes each sentence right. Write the word on your record page. Here are the words you will need:

die **weighs** **sleeps** **hungriest** **whole**

1 The ____ animal in the world is a tiny shrew.
2 This tiny animal spends its ____ life eating.
3 The shrew eats as much as it ____ every three hours.
4 If the shrew didn't eat all the time, it would ____.
5 The shrew hardly ____, so it wears itself out.

Learn about Words

A The shrew would fit in your **hand**.

Look at the word in heavy type. Say it to yourself. Listen to the sound of *and*. Then look at the letters in the box below. Add them to *and* to make five new words. Write the words you make.

1 b	
2 s	
3 br	+ **and**
4 gr	
5 st	

B Look at the new words you have made. Decide which one belongs in each sentence below. Write the word.

6 Sam Shrew was walking on the ____ by the lake.
7 He wore a ____-new hat to keep the sun out of his eyes.
8 A ____ was playing music nearby.
9 "What a ____ day this is!" Sam said.
10 "But I'm so hungry I can hardly ____ it!"

C cat bed pig pot tub

Each of these words has a vowel in it. The letters *a, e, i, o,* and *u* are vowels.

Directions: Read the sentences below. Each sentence has two words to choose from. Choose the word that makes sense in the sentence. Write that word.

11 Jill had a red (**hat**, **hit**).

12 The (**ham**, **him**) is in the pan.

13 The dog (**bet**, **bit**) the man.

14 Will you (**mop**, **map**) up that mud?

15 Will the toys fit in the (**beg**, **bag**)?

Use Your Imagination

A shrew eats as much as it weighs every three hours. That's a lot of food! Can you tell a story about a boy who tried to eat that much? What would he look like? Can you draw a picture of him?

The Witch and the Wizard

by John Savage

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The Witch and the Wizard

A wizard was walking in the woods. He was thinking of his hat. He wished it had a buckle.

A witch stopped him. "Tell me—how many bushes make a bushel?"

The wizard scratched his head. "Big bushes or small ones?"

"Small ones."

"Well, I'll tell you. It takes as many bushes to make a bushel as it takes beets to make a beetle."

"Thank you, wizard! You are wise. Now you may walk on."

"Wait, witch! First, you must pay me."

"How much?"

"As many bucks as it takes to buy a buckle."

The witch paid him. And that's how the wizard got a buckle for his hat.

How Well Did You Read?

If you read the story carefully, you can pick the word that makes each sentence right. Write the word on your record page. Here are the words you will need:

pay **wise** **bushes** **buckle** **paid**

1 The wizard wished that he had a ____ for his hat.
2 The witch wanted to know how many ____ make a bushel.
3 The witch told the wizard that he was ____.
4 She had to ____ the wizard before he walked on.
5 The witch ____ the wizard, and he got a buckle.

Learn about Words

A How many bushes **make** a bushel?

Look at the word in heavy type. Say it to yourself. Listen to the sound of *ake.* Then look at the letters in the box below. Add them to *ake* to make five new words. Write the words you make.

1 b	
2 c	
3 l	+ **ake**
4 t	
5 w	

B Look at the new words you have made. Decide which one belongs in each sentence below. Write the word.

6 Wanda Witch lived in a house by a ____.
7 One day she thought she'd ____ a chocolate cake.
8 While it was baking, she lay down to ____ a nap.
9 "I hope I ____ up in time," she said.
10 But she slept too long, and her ____ burned up!

C	tug	pig	met	kid
	dug	dig	net	lid

The two words in each pair are almost alike. You must look at the first letter in each word to tell one from the other. The first letter is a consonant.

Directions: Read the sentences below. Each sentence has two words to choose from. Choose the word that makes sense in the sentence. Write that word.

11 Tim can do the (**job**, **sob**).

12 Ted (**hid**, **lid**) the cat.

13 Ned let the pup dig in the (**bud**, **mud**).

14 Tom has a cat on his (**lap**, **map**).

15 Ann will (**pin**, **win**) the hem.

Use Your Imagination

Do you like the way this story ended? What do you think the wizard did next? Can you go on with this story and give it a different ending?

WHY SHAKE HANDS?

by Joseph Claro

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Why Shake Hands?

Two people meet. They shake hands. It's the friendly thing to do. But how did it start?

It started long, long ago. There were lots of bad men then. People were afraid of strangers. Any stranger might be a robber. He might have a knife. But he might be friendly, too.

Pretend you lived then. How could you tell a good man from a robber?

A friendly man would hold out his empty hand. You could see he had no knife. Then you'd hold out your hand. He'd see that you had no knife.

Then you'd shake hands. That meant, "I see you're a friend."

It still means that today.

How Well Did You Read?

If you read the story carefully, you can pick the word that makes each sentence right. Write the word on your record page. Here are the words you will need:

knife **friend** **afraid** **robber** **empty**

1 Long ago people were ____ of strangers.
2 Any stranger might be a ____.
3 A friendly man would hold out his ____ hand.
4 You could see he had no ____.
5 When you shook hands it meant, "I see you're a ____."

Learn about Words

A He **might** have a knife.

Look at the word in heavy type. Say it to yourself. Listen to the sound of *ight.* Then look at the letters in the box below. Add them to *ight* to make five new words. Write the words you make.

1 f	
2 l	
3 n	+ **ight**
4 r	
5 t	

B Look at the new words you have made. Decide which one belongs in each sentence below. Write the word.

6 Long ago people didn't like to go out at ____.
7 They were afraid they'd have a ____ with robbers.
8 When it got dark, they shut their homes up ____.
9 Then people went ____ to bed.
10 They stayed there until it was ____.

C bi**b** hi**d** bi**g** ha**m** ca**n** pu**p** bi**t**

Each of these words ends with a consonant. The letters *b, d, g, m, n, p,* and *t* are consonants.

Directions: Read the sentences below. Each sentence has two words to choose from. Choose the word that makes sense in the sentence. Write that word.

11 The dog (**bit**, **bid**) the bad man.

12 My, the (**sum**, **sun**) is hot!

13 Dan has a red (**cat**, **cap**) on.

14 Jan has a bad (**cut**, **cub**) on her leg.

15 (**Run**, **Rub**) the mud off the cat.

Use Your Imagination

This story told why people started to shake hands. You can see there was a good reason for it. Can you make up a story telling why we do some other things? You might tell why we have tablecloths on tables. Or why people wear hats. Or tell about something else you think of.

Making Pictures That Move

by Joseph Claro

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Making Pictures That Move

You can draw pictures that move. First get a small pad of plain paper. Use the bottom right-hand corner of each page.

Start with the last page. Draw a clock. Draw the hands. Make it twelve o'clock.

Go to the next page and draw the same clock. Make it one o'clock.

Go to the next page. Draw the clock again. Make it two o'clock.

Keep doing this. Make the clock show one hour later each time.

Do this for twenty-four pages. Then stop. Now flip the pages. The hour hand will seem to move. It will move round and round in a circle!

How Well Did You Read?

If you read the story carefully, you can pick the word that makes each sentence right. Write the word on your record page. Here are the words you will need:

round **flip** **plain** **hour** **draw**

1 The story asks you to get a small pad of ____ paper.
2 It tells you to ____ a clock on each page.
3 Each clock should show one ____ later than the one before.
4 Then you are ready to ____ the pages.
5 The hour hand will seem to move ____ in a circle.

Learn about Words

A You must get a small **pad** of paper.

Look at the word in heavy type. Say it to yourself. Listen to the sound of *ad.* Then look at the letters in the box below. Add them to *ad* to make five new words. Write the words you make.

1 b	
2 d	
3 h	+ **ad**
4 s	
5 gl	

B Look at the new words you have made. Decide which one belongs in each sentence below. Write the word.

6 John was ____ because he was never on time.
7 "It's too ____ I don't have a watch," he said.
8 Then his ____ bought him a watch.
9 John was very ____ to have the watch.
10 Now he ____ what he wanted.

C cat bed pig pot tub

Each of these words has a vowel in it. The letters *a, e, i, o,* and *u* are vowels.

Directions: Read the sentences below. Each sentence has two words to choose from. Choose the word that makes sense in the sentence. Write that word.

11 Kit had Ann pin the (**him**, **hem**).

12 The pig is in the (**pin**, **pen**).

13 The big (**bag**, **big**) has nuts in it.

14 We had a lot of (**fan**, **fun**).

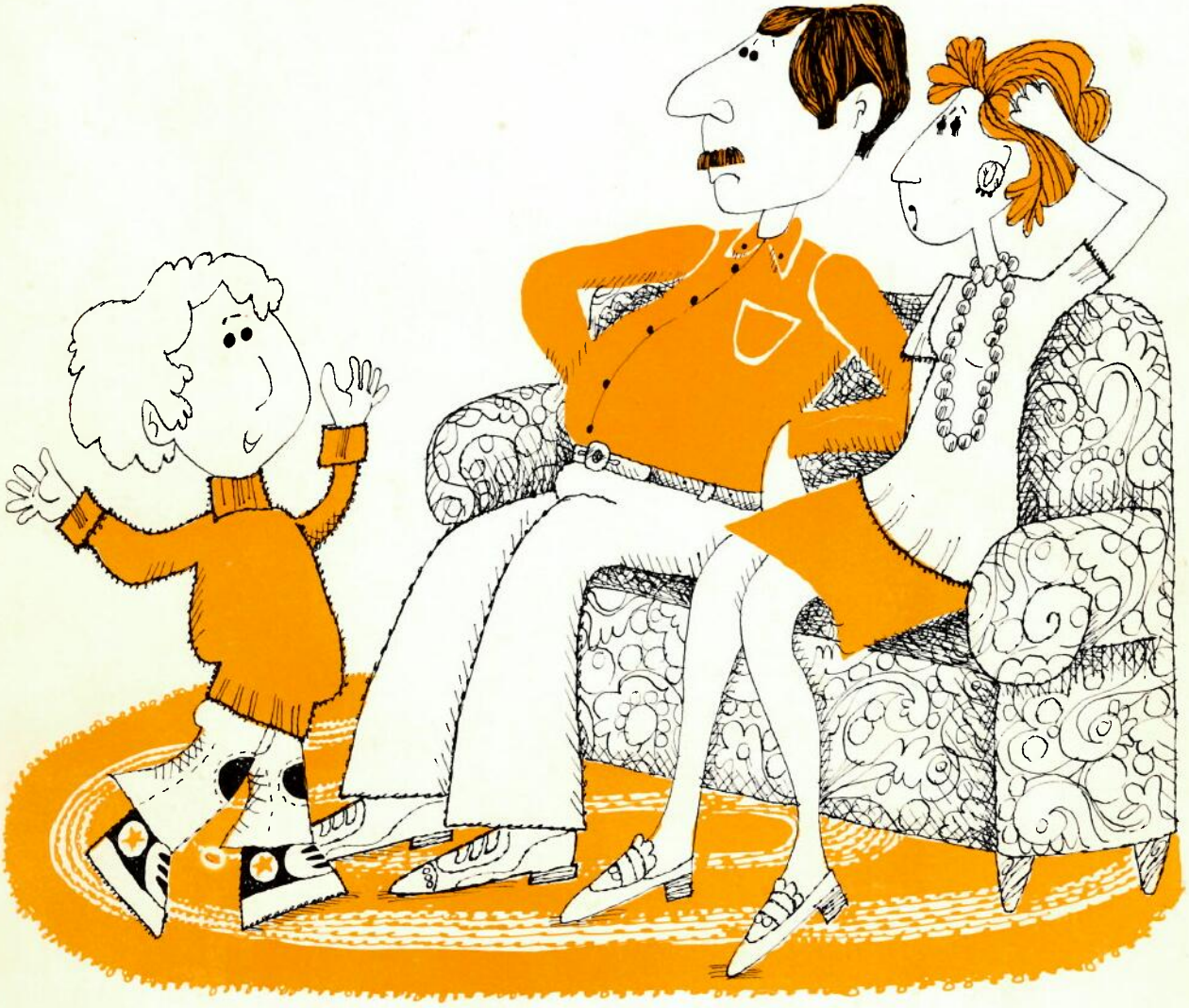
15 Dan has a (**jab**, **job**).

Use Your Imagination

The story told you how to make pictures that seem to move. Did you draw the clock pictures? Did they work? What other things could you draw? Could you draw animals that move? or cars? or people? Try it and see.

Ask a Silly Question . . .

by Jean MacGregor



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Ask a Silly Question . . .

Tom asked a lot of questions. Now, some people ask questions to get answers. But not Tom. He just asked questions. And what silly questions!

His mother would say, "Dinner is ready." And Tom would say, "Now?"

His father would say, "Pass the salt, Tom." And Tom would say, "Who, me?"

Well, one day Tom was in the attic. He found an old lamp. It was dusty. Tom began to rub the dust off it.

Suddenly the figure of a huge man appeared. "I am the spirit of the lamp," it said. "I know all and see all. I will answer any three questions you ask me."

"You will?" said Tom. "Any three? How come?"

"Yes, I will. Any three. It's my job," said the spirit. And he vanished. He'd done his job.

How Well Did You Read?

If you read the story carefully, you can pick the word that makes each sentence right. Write the word on your record page. Here are the words you will need:

dusty appeared attic vanished questions

1 Tom asked a lot of silly ____.
2 One day Tom was in the ____.
3 There he found an old, ____ lamp.
4 A spirit ____ when he rubbed the lamp.
5 The spirit answered Tom's questions and ____.

Learn about Words

A What **silly** questions!

Look at the word in heavy type. Say it to yourself. Listen to the sound of *ill.* Then look at the letters in the box below. Add them to *ill* to make five new words. Write the words you make.

1 f	
2 h	
3 w	+ **ill**
4 sp	
5 st	

B Look at the new words you have made. Decide which one belongs in each sentence below. Write the word.

6 "I ____ not ask any more silly questions," said Tom.
7 Then one day he was sitting on a grassy ____.
8 An elf said, "Let me ____ your pockets with gold."
9 And Tom said, "You won't ____ any, will you?"
10 So you see, Tom ____ asks silly questions.

C **ch**um **sh**ed **th**in **wh**ip

In these words two consonants are written together to show one sound. Say the words softly and listen to the sounds of *ch, sh, th,* and *wh.*

Directions: Choose the word that makes sense in the sentence. Write that word.

11 Chet (**shops**, **chops**) in this shop.

12 Bill had a job on a (**whip**, **ship**).

13 The cat is in (**that**, **chat**) tub.

14 (**When**, **Then**) Jim got a job.

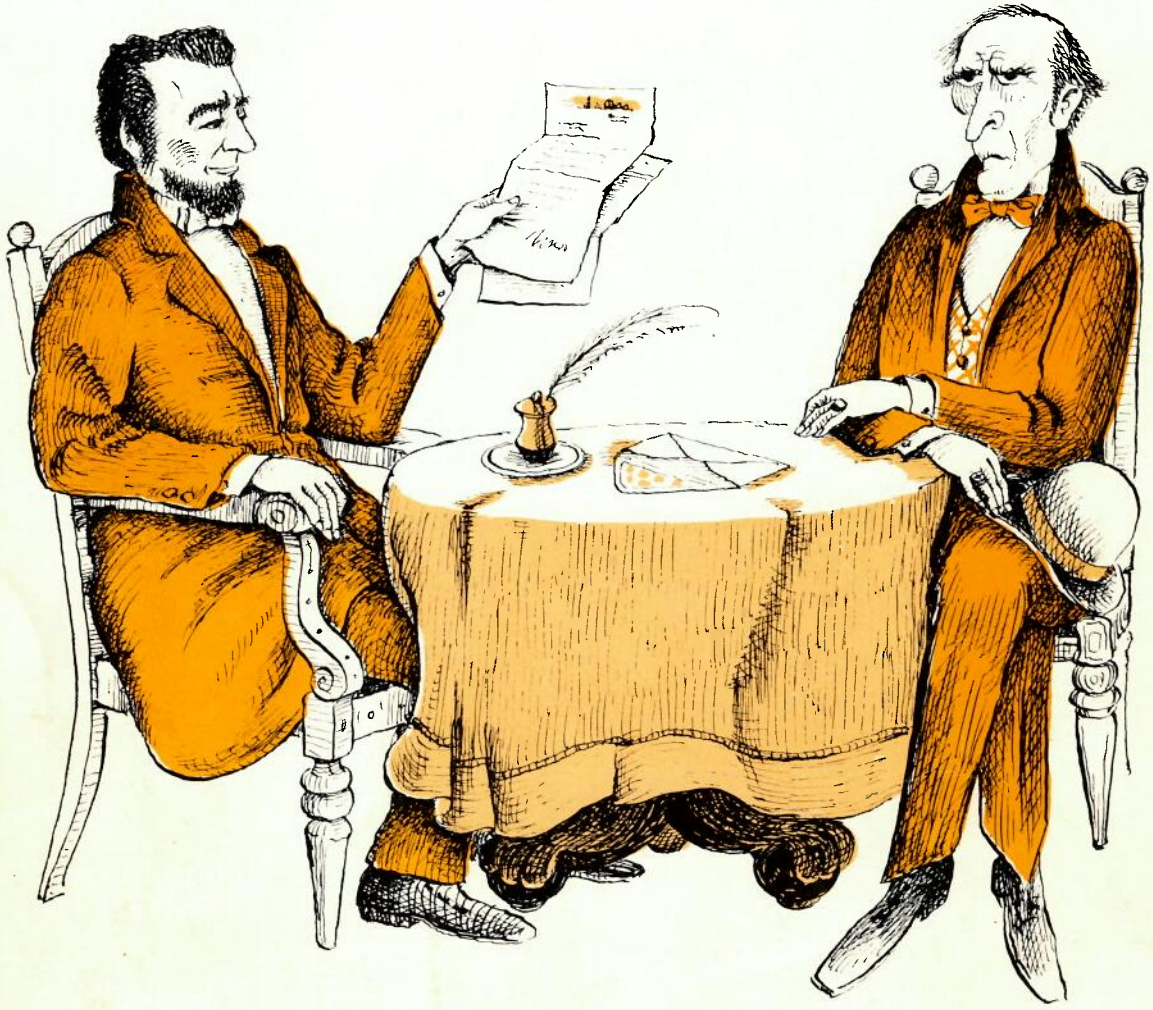
15 Dan has a cut on his (**thin**, **chin**).

Use Your Imagination

What a silly goose Tom was! Suppose you were Tom and could ask the spirit three questions. No matter what you wanted to know, the spirit would tell you. Write down three questions that you'd like to ask him.

Faces

by C. R. Pearce



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Faces

No two faces are the same. Some are white. And some are brown. They can be fat or they can be thin. They can be long or round.

Once Abraham Lincoln was president of the United States. A man came to him for a job. He seemed just right. He knew the work. He was clever. But Lincoln wouldn't have him.

"Why not?" asked his friends.

"I don't like his face," said Lincoln.

"A man can't help his face," they said.

"Any man can help his face," said Lincoln.

What did he mean? He meant that some faces are cheerful. Others are cross. Some are kind. Some are angry.

These are the faces we make for ourselves. We weren't born with them. So we *can* help our faces. Don't you help yours when you smile?

How Well Did You Read?

If you read the story carefully, you can pick the word that makes each sentence right. Write the word on your record page. Here are the words you will need:

born **seemed** **clever** **help** **like**

1 A man who ____ just right asked Lincoln for a job.
2 He was a ____ man.
3 But Lincoln said, "I don't ____ his face."
4 He said, "Any man can ____ his face."
5 We weren't ____ with the faces we have.

Learn about Words

A No two faces are the **same**.

Look at the word in heavy type. Say it to yourself. Listen to the sound of *ame.* Then look at the letters in the box below. Add them to *ame* to make five new words. Write the words you make.

1 c	
2 g	
3 n	+ **ame**
4 bl	
5 fr	

B Look at the new words you have made. Decide which one belongs in each sentence below. Write the word.

6 On our wall there is a picture in a gold ____.
7 It shows a smiling man, but I don't know his ____.
8 One day my cousin Elsa ____ to visit.
9 We made a ____ of guessing who the man was.
10 Elsa grew tired of that game, and I don't ____ her.

C bun**ch** ca**sh** ba**th** ca**tch**

In these words two or three consonants are written together to show one sound. Say the words softly and listen to the sounds of *ch, sh, th,* and *tch.*

Directions: Choose the word that makes sense in the sentence. Write that word.

11 Can you (**cash**, **catch**) the cat?

12 The (**wish**, **witch**) sat in her hut.

13 Did the hat (**mash**, **match**) the sash?

14 There is the (**path**, **patch**) to the shop.

15 Tim had a hot (**batch**, **bath**).

Use Your Imagination

"What a crosspatch!" Did your mother ever say that to you? If you can make a crosspatch smile, he'll feel better and so will you. Draw a picture of a crosspatch, and then draw another picture of him with a smile on his face.

How Does the Spider Crab Hide?

by William C. Wertz

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How Does the Spider Crab Hide?

Some animals use their colors to hide. Polar bears are white. They are hard to see in the snow.

The tiger's coat is gold and brown. It has black stripes. It looks like the leaves and shadows of the jungle.

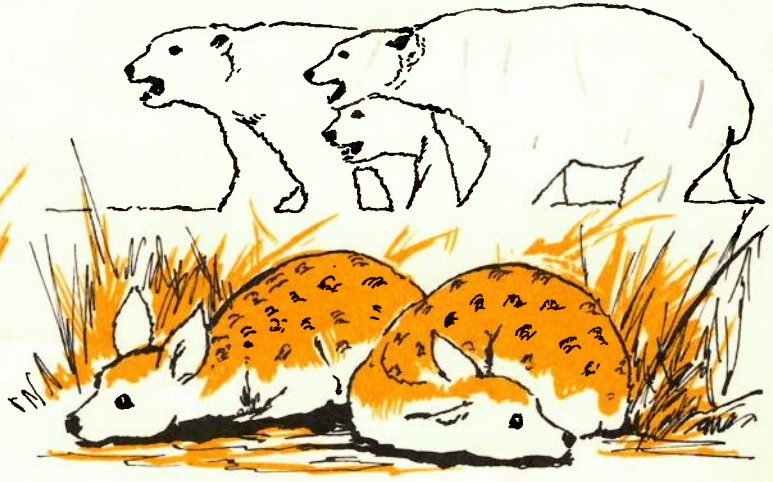
Baby antelopes curl into balls. They look like rocks.

But the spider crab just looks like a crab. How can he hide himself? He wears a costume!

Snip! With a claw, he cuts off a plant. He chews one end until it is sticky. Then he glues it onto his back.

Snip! Snap! The crab cuts off more plants. Soon he is covered. He adds a few rocks and sand. His costume is finished.

When the crab lies down, he disappears. His back looks just like the ocean bottom. His costume hides him.



How Well Did You Read?

If you read the story carefully, you can pick the word that makes each sentence right. Write the word on your record page. Here are the words you will need:

sticky disappears costume glues antelopes

1 When baby ____ curl into balls, they look like rocks.
2 The spider crab wears a ____ to hide himself.
3 He chews one end of a plant until it is ____.
4 Then he ____ it onto his back.
5 When the spider crab lies down, he ____.

Learn about Words

A His back **looks** just like the ocean bottom.
Look at the word in heavy type. Say it to yourself. Listen to the sound of *ook.* Then look at the letters in the box below. Add them to *ook* to make five new words. Write the words you make.

1 b	
2 c	
3 h	+ **ook**
4 t	
5 br	

B Look at the new words you have made. Decide which one belongs in each sentence below. Write the word.

6 You'll find the spider crab in a ____ about sea life.
7 You usually don't catch him with a line and ____.
8 The crab hides so that no one will catch him and ____ him.
9 He lives in an ocean, not in a ____.
10 He wouldn't like it if you ____ him home.

C pick fill puff less bang

In these words two consonants are written together to show one sound. Say the words softly and listen to the sounds of *ck, ll, ff, ss,* and *ng.*

Directions: Choose the word that makes sense in the sentence. Write that word.

11 Tim, (**pill**, **pick**) up the socks.

12 Will you (**fill**, **fizz**) this glass with milk?

13 Peg has a funny (**dull**, **duck**).

14 Ben, (**pack**, **pal**) the cans in the bag.

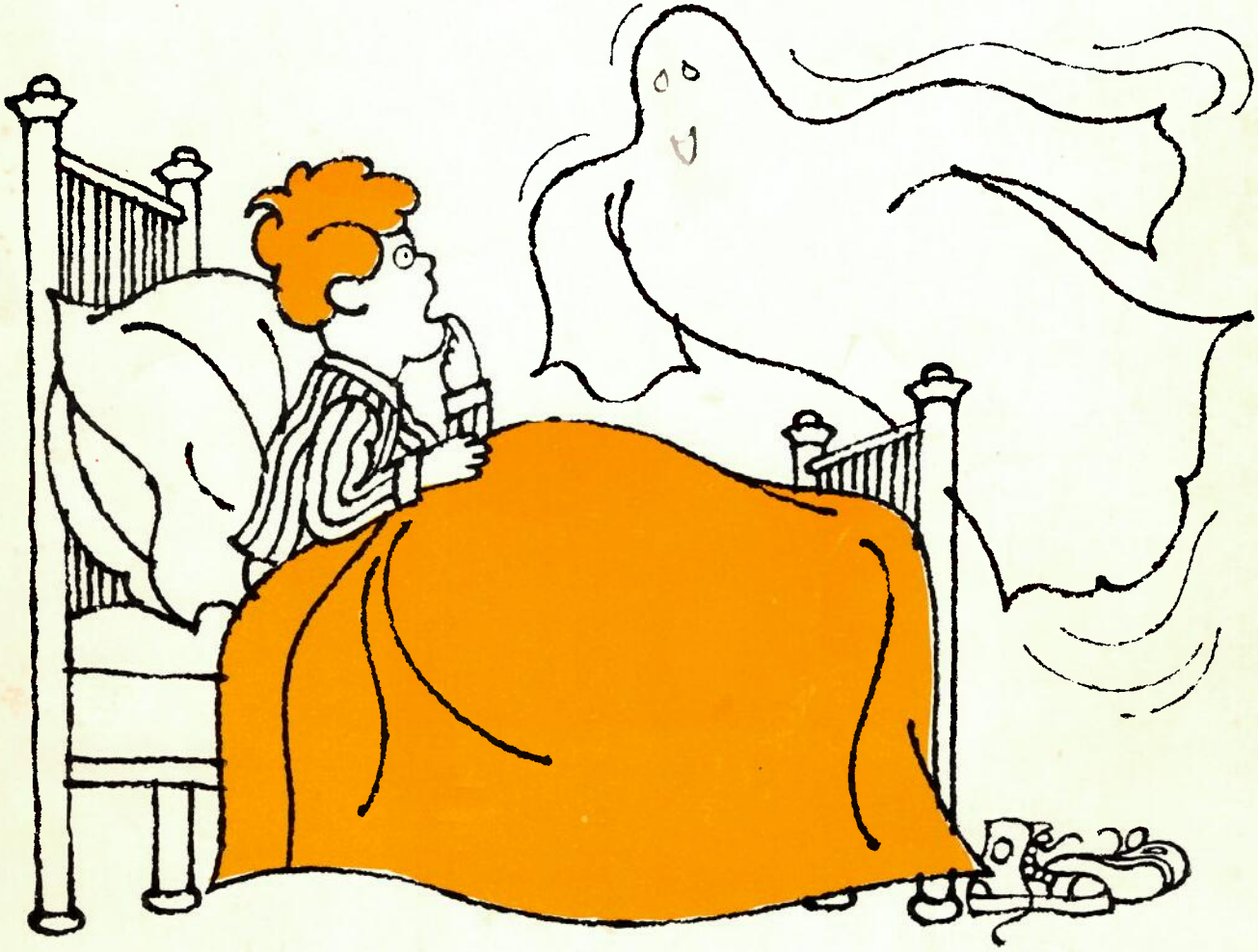
15 He sat on the hill and (**sack**, **sang**).

Use Your Imagination

Suppose you are in a field of tall green grass. There are brown and tan rocks, a large bush, and a haystack in the field. You're wearing brown jeans and a white shirt. There are people looking for you. How would you hide? Can you tell a story about it?

JIMMY AND THE GHOST

by John Savage



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Jimmy and the Ghost

A noise woke Jimmy. "What's that?" he yelled, sitting up in bed.

"I'm a ghost," answered a voice. "What are you?"

"A little boy."

"What kind?"

"The scared kind!"

"Don't be scared," the ghost said. "Just answer my riddle, and I'll go away."

Jimmy was getting cold sitting up, but he was too scared to move. "What's your riddle?"

"If twenty pears is a score, and twelve pears is a dozen, what's half a pear?"

"I don't know."

"Then I won't go away," said the ghost.

"But I'm getting cold!"

"What's half a pear?"

"I'm about to sneeze!" said Jimmy.

"What's half a pear?"

"Aaaah . . . SHOO!"

"Right!" said the ghost. "A shoe! A shoe is half a pair."

"I don't get it," Jimmy said, but by then the ghost was gone.

How Well Did You Read?

If you read the story carefully, you can pick the word that makes each sentence right. Write the word on your record page. Here are the words you will need:

riddle **yelled** **shoe** **scared** **score**

1 "What's that?" Jimmy ____, sitting up in bed.
2 "Don't be ____," the ghost said.
3 The ghost had a ____ for Jimmy to answer.
4 Twenty pears is a ____, and twelve pears is a dozen.
5 A ____ is half a pair.

Learn about Words

A "But I'm getting **cold**!"

Look at the word in heavy type. Say it to yourself. Listen to the sound of *old.* Then look at the letters in the box below. Add them to *old* to make five new words. Write the words you make.

1 b	
2 f	
3 h	+ **old**
4 t	
5 sc	

B Look at the new words you have made. Decide which one belongs in each sentence below. Write the word.

6 Jimmy didn't feel very ____ when he saw the ghost.
7 He hid his head in the ____ of his blanket.
8 He had to ____ on to the bed to stop shaking.
9 He started to ____ the ghost for being in his room.
10 The ghost ____ Jimmy that he would leave.

C **chum** **shed** **thin** **whip**

In these words two consonants are written together to show one sound. Say the words softly and listen to the sounds of *ch, sh, th,* and *wh.*

Directions: Choose the word that makes sense in the sentence. Write that word.

11 Dan will (**chop**, **shop**) the log.

12 Pam and Nan had a (**that**, **chat**).

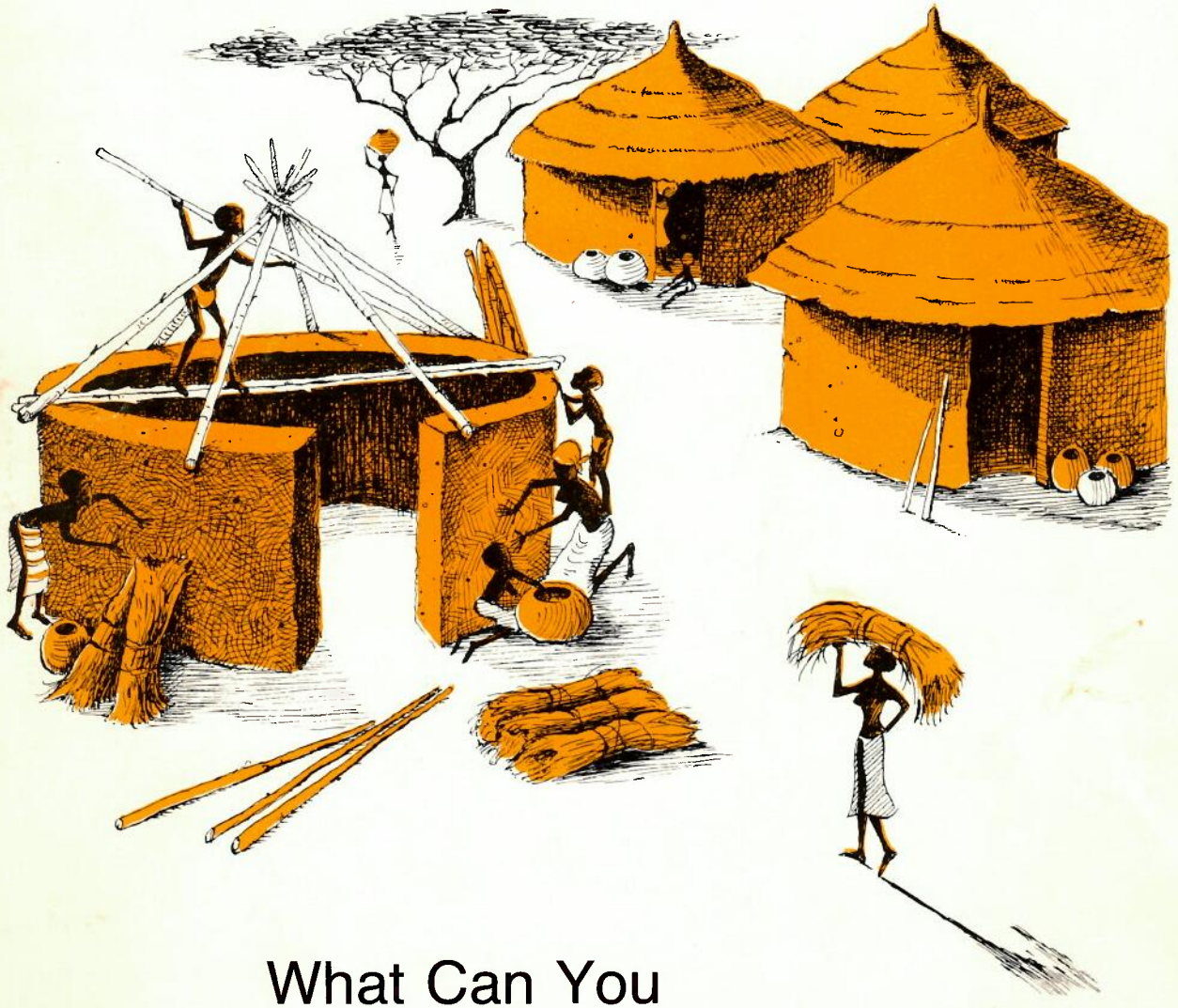
13 We got on the (**ship**, **chip**).

14 He hit the bad man on the (**thin**, **chin**).

15 Bill ran (**then**, **when**) Ted did.

Use Your Imagination

Do you like the way this story ends? Suppose the ghost appeared again to Jimmy. Do you think Jimmy would have to answer another riddle to get rid of the ghost? Can you add to the story of Jimmy and the ghost or give the story a different ending?



What Can You Do with Mud?

by Jean Host

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What Can You Do with Mud?

Mud is good for all sorts of things. It's fun to get dirty in. It's nice to play with. And some people make their homes out of it.

In dry parts of Africa, people build mud houses. To do this, they must find or make some mud. Then they build a frame of sticks. They make little mud pies and press these against the frame. They smooth the wall with wet hands. Then they let their house dry in the sun. When the mud is dry, it's hard like brick. Then a roof of grass and leaves is added.

Mud houses will last a long time. But they wouldn't make good homes everywhere. They must be built in very dry places. If it rained too much, the houses would turn into mud puddles!

How Well Did You Read?

If you read the story carefully, you can pick the word that makes each sentence right. Write the word on your record page. Here are the words you will need:

dry **rained** **frame** **brick** **houses**

1 Some people make ____ from mud.
2 They start with a ____ made of sticks.
3 They let their houses ____ in the sun.
4 The mud becomes hard like ____.
5 If it ____ too much, the houses would turn into mud puddles.

Learn about Words

A Some people **make** their homes out of it.

Look at the word in heavy type. Say it to yourself. Listen to the sound of *ake.* Then look at the letters in the box below. Add them to *ake* to make five new words. Write the words you make.

1 b	
2 c	
3 l	+ **ake**
4 s	
5 t	

B Look at the new words you have made. Decide which one belongs in each sentence below. Write the word.

6 You can find mud by a ____, a river, or a brook.
7 You can ____ mud in your hands and pound it.
8 Then you can ____ it in the sun.
9 Soon you'll have a mud ____ that's hard as brick.
10 But for goodness' ____, don't try to eat it!

C bun**ch** ca**sh** ba**th** ca**tch**

In these words two or three consonants are written together to show one sound. Say the words softly and listen to the sounds of *ch, sh, th,* and *tch.*

Directions: Choose the word that makes sense in the sentence. Write that word.

11 This (**cat**, **catch**) had a bath.

12 Jim had to (**hunt**, **hunch**) for the shop.

13 We put a red (**mash**, **mat**) by the bed.

14 Dad lit a (**match**, **mat**).

15 Do not (**pat**, **patch**) that cross dog.

Use Your Imagination

Suppose you and your family lived in a house built of mud. One night as you slept, it rained hard. What do you think you'd look like when you woke up in the morning? What would you do? Can you tell a story about it?

One Tree Is a Forest

by Ellen Cafferata

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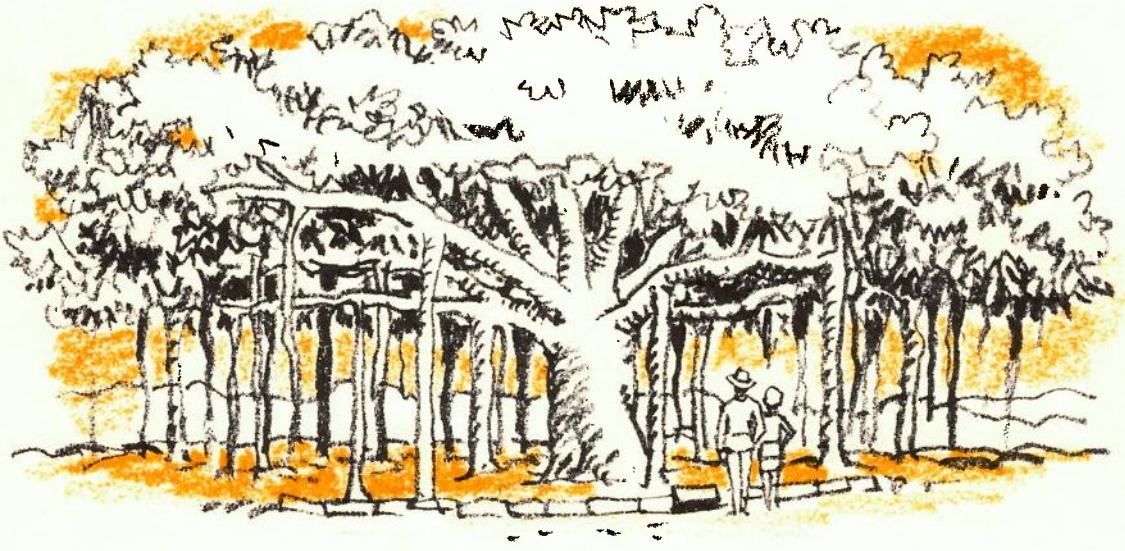
One Tree Is a Forest

Most trees have one trunk. Branches grow from the trunk. The tree gets older. And its trunk gets bigger.

A banyan tree is different. At first it has one trunk. It looks like most trees. Branches grow from its trunk. Then something strange happens.

A root starts to grow down from a branch. It's a new trunk. Soon it reaches the ground. It starts to grow there. Now the tree has two trunks. Then another branch sends down another trunk. Then more branches grow. The new branches send down trunks. Soon there are many tree trunks. There are many branches. It's only one tree. But it's a small forest.

One banyan tree grows in India. It's more than a hundred years old. It's only one tree. But it has two hundred trunks!



How Well Did You Read?

If you read the story carefully, you can pick the word that makes each sentence right. Write the word on your record page. Here are the words you will need:

root **strange** **trunk** **hundred** **banyan**

1 A ____ tree is not like most trees.
2 At first it has just one ____.
3 Then something ____ happens on a branch.
4 A ____ grows down and makes another trunk.
5 One banyan tree in India has two ____ trunks!

Learn about Words

A The tree **gets** older.

Look at the word in heavy type. Say it to yourself. Listen to the sound of *et*. Then look at the letters in the box below. Add them to *et* to make five new words. Write the words you make.

1 b	
2 l	
3 m	+ **et**
4 w	
5 y	

B Look at the new words you have made. Decide which one belongs in each sentence below. Write the word.

6 Two friends in India ____ under a banyan tree.
7 "Why is it so dark and ____ here?" asked Nam.
8 "Its thick branches won't ____ the sun through," said Kim.
9 "I'll ____ that tree is very old," said Nam.
10 "And it hasn't stopped growing ____!" said Kim.

C pi**ck** fi**ll** pu**ff** le**ss** ba**ng**

In these words two consonants are written together to show one sound. Say the words softly and listen to the sounds of *ck, ll, ff, ss,* and *ng.*

Directions: Choose the word that makes sense in the sentence. Write that word.

11 Jill, (**pass**, **pack**) the milk to Jack.

12 The bird had hurt its (**wing**, **wind**).

13 (**Tell**, **Test**) Dan not to get mud on the rug.

14 The ship was at the (**doll**, **dock**).

15 I was ill and had a (**pick**, **pill**).

Use Your Imagination

The banyan tree is strange indeed! Do you think you'd like one in your garden? Suppose you had a garden full of all the strange-looking plants you know about. What would your garden be like? Can you draw a picture to show it?

Would This Really Work?

by Jean MacGregor

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Would This Really Work?

Poor Jessie had no shoes. One day she was walking down the road. And there was a pair of shoes—beautiful shoes! She put them on. They fit!

"Get out of my shoes!" said a voice.

Jessie knew it was a ghost.

"Where are you?" she said.

"Right here," answered the ghost, "in my shoes."

Jessie was clever.

"If I prove you're somewhere else, may I have your shoes?" she asked.

"O.K.," said the ghost.

"Are you in Chicago?" asked Jessie.

"No!" said the ghost.

"Are you in London?" asked Jessie.

"No!" said the ghost.

"Are you in Toronto?" asked Jessie.

"No!" said the ghost.

"Are you somewhere else?" asked Jessie.

"Of course," replied the ghost.

"See?" said Jessie. "I *said* you were somewhere else! The shoes are mine!"

And they were.

How Well Did You Read?

If you read the story carefully, you can pick the word that makes each sentence right. Write the word on your record page. Here are the words you will need:

voice **clever** **beautiful** **prove** **fit**

1 Jessie saw a pair of ____ shoes.
2 She put them on, and they ____.
3 Then a ____ said, "Get out of my shoes."
4 But Jessie was ____.
5 "I'll ____ you're somewhere else," Jessie said.

Learn about Words

A Poor Jessie **had** no shoes.

Look at the word in heavy type. Say it to yourself. Listen to the sound of *ad.* Then look at the letters in the box below. Add them to *ad* to make five new words. Write the words you make.

1 b	
2 d	
3 l	+ **ad**
4 s	
5 gl	

B Look at the new words you have made. Decide which one belongs in each sentence below. Write the word.

6 Jessie's ____ was sick and could not work.
7 Jessie's family was ____ because they had no money.
8 But Jessie's brother Jim was a clever ____.
9 "Things are not so ____," he said.
10 "I'll be ____ to get a job," he told his parents.

C **chum** **shed** **thin** **whip**

In these words two consonants are written together to show one sound. Say the words softly and listen to the sounds of *ch, sh, th,* and *wh.*

Directions: Choose the word that makes sense in the sentence. Write that word.

11 Do not (**whip**, **chip**) that dog!

12 My dad is in that (**chop**, **shop**).

13 Is (**that**, **chat**) his cap?

14 That man has a big (**thin**, **chin**).

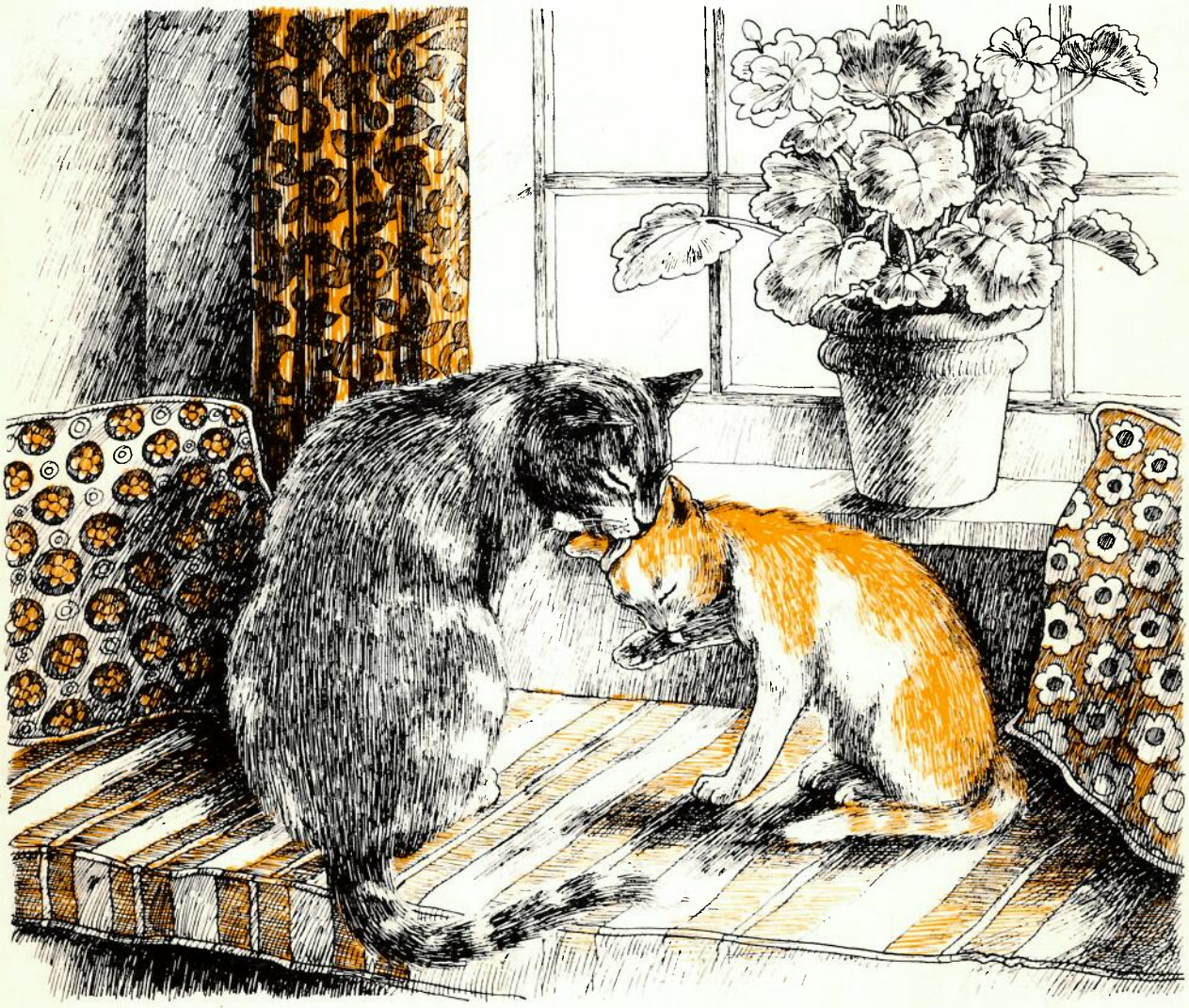
15 (**When**, **Then**) he got up, Tim was sad.

Use Your Imagination

Jessie must have been very brave to stand and talk to a ghost. Suppose you had been Jessie. What would you have done? Make up a story about it, or draw a picture.

Stick Out Your Tongue

by Judy Ermert



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Stick Out Your Tongue

When we're dirty, we wash. We wash with soap and water. Sometimes we don't want to wash. But mother says we must.

When a cat is dirty, it washes too. No one tells it to wash. It *likes* to wash itself.

A cat washes a lot. It doesn't use soap and water. The cat has its own built-in washcloth. It's a scratchy tongue.

A cat's tongue is rough. The cat licks its fur. It can't reach some places. But the cat is clever. It wets one paw and rubs behind its ears. It cleans its face with the wet paw. Then the clean cat sleeps. It curls up in a patch of sunlight. It takes a catnap.

Wouldn't you laugh if your mother said, "Time to wash—stick out your tongue!"

How Well Did You Read?

If you read the story carefully, you can pick the word that makes each sentence right. Write the word on your record page. Here are the words you will need:

paw **licks** **catnap** **tongue** **curls**

1 A cat's ____ is rough.
2 The cat ____ its fur.
3 It wets one ____ and rubs behind its ears.
4 Then the clean cat ____ up in a patch of sunlight.
5 And it takes a ____.

Learn about Words

A No one **tells** the cat to wash.

Look at the word in heavy type. Say it to yourself. Listen to the sound of *ell.* Then look at the letters in the box below. Add them to *ell* to make five new words. Write the words you make.

1 b	
2 f	
3 s	+ **ell**
4 w	
5 y	

B Look at the new words you have made. Decide which one belongs in each sentence below. Write the word.

6 Our cat wore a ____ so that we could hear where he was.
7 That way we didn't have to ____ for him.
8 The bell worked ____, but one day it got lost.
9 We think it ____ off in the grass.
10 "The pet shop will ____ us a new bell," dad said.

C bun**ch** ca**sh** ba**th** ca**tch**

In these words two or three consonants are written together to show one sound. Say the words softly and listen to the sounds of *ch, sh, th,* and *tch.*

Directions: Choose the word that makes sense in the sentence. Write that word.

11 Tim got hens and pigs for his (**rash**, **ranch**).

12 Did dad yell when the (**bath**, **bat**) got in!

13 Nan put the jam on the (**bunch**, **bun**).

14 Bud had (**hash**, **hatch**) for lunch.

15 Jan has a red cap to (**mash**, **match**) the red bag.

Use Your Imagination

It's true that animals don't take baths the same way we do. Can you picture a cow in your bathtub? or a giraffe in the shower? Why don't you draw a picture of some animals washing the way people do? Or draw a picture of people washing the way animals do.

Who Takes a Bath after a Bath?

by Susan Seder

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Who Takes a Bath after a Bath?

It's bath time in Japan. The boy's mother says, "Are you clean? Is all the soap off?"

The boy says, "Yes."

"Good," says his mother. "Get into the tub now."

The boy stands up. He's next to a small tub of hot water. He has washed himself outside the tub!

Now he climbs in. The hot water makes his skin red. It feels good to him. He soaks for a while.

Then he gets out. He puts a cover over the tub. The water is still clean. It must stay hot. Later his sister will use the same water.

The Japanese love to take baths. They even have public bathhouses. People pay money to take baths there. First they wash. Then they soak in big tubs. Even children go there and pay to take baths!

How Well Did You Read?

If you read the story carefully, you can pick the word that makes each sentence right. Write the word on your record page. Here are the words you will need:

feels **soap** **soaks** **public** **tub**

1 A boy in Japan washes the ____ off before he bathes.
2 Then he gets into the ____.
3 The water is hot and ____ good to him.
4 He ____ in the tub; then he gets out and covers it.
5 The Japanese have ____ bathhouses for everyone.

Learn about Words

A He's next to a **small** tub of hot water.

Look at the word in heavy type. Say it to yourself. Listen to the sound of *all*. Then look at the letters in the box below. Add them to *all* to make five new words. Write the words you make.

1 c	
2 f	
3 h	+ **all**
4 t	
5 w	

B Look at the new words you have made. Decide which one belongs in each sentence below. Write the word.

6 Jack heard his mother ____ "Bath time!"
7 "Don't run, or you'll ____," said his mother.
8 Jack walked down the ____ to the bathroom.
9 He dried himself with a towel that was hanging on the ____.
10 Then he drank a ____ glass of milk.

C pick fill puff less bang

In these words two consonants are written together to show one sound. Say the words softly and listen to the sounds of *ck, ll, ff, ss,* and *ng.*

Directions: Choose the word that makes sense in the sentence. Write that word.

11 The man began to huff and (**puff**, **puck**).

12 What is in the (**sack**, **sang**)?

13 Bill will (**sing**, **sill**) to Nell.

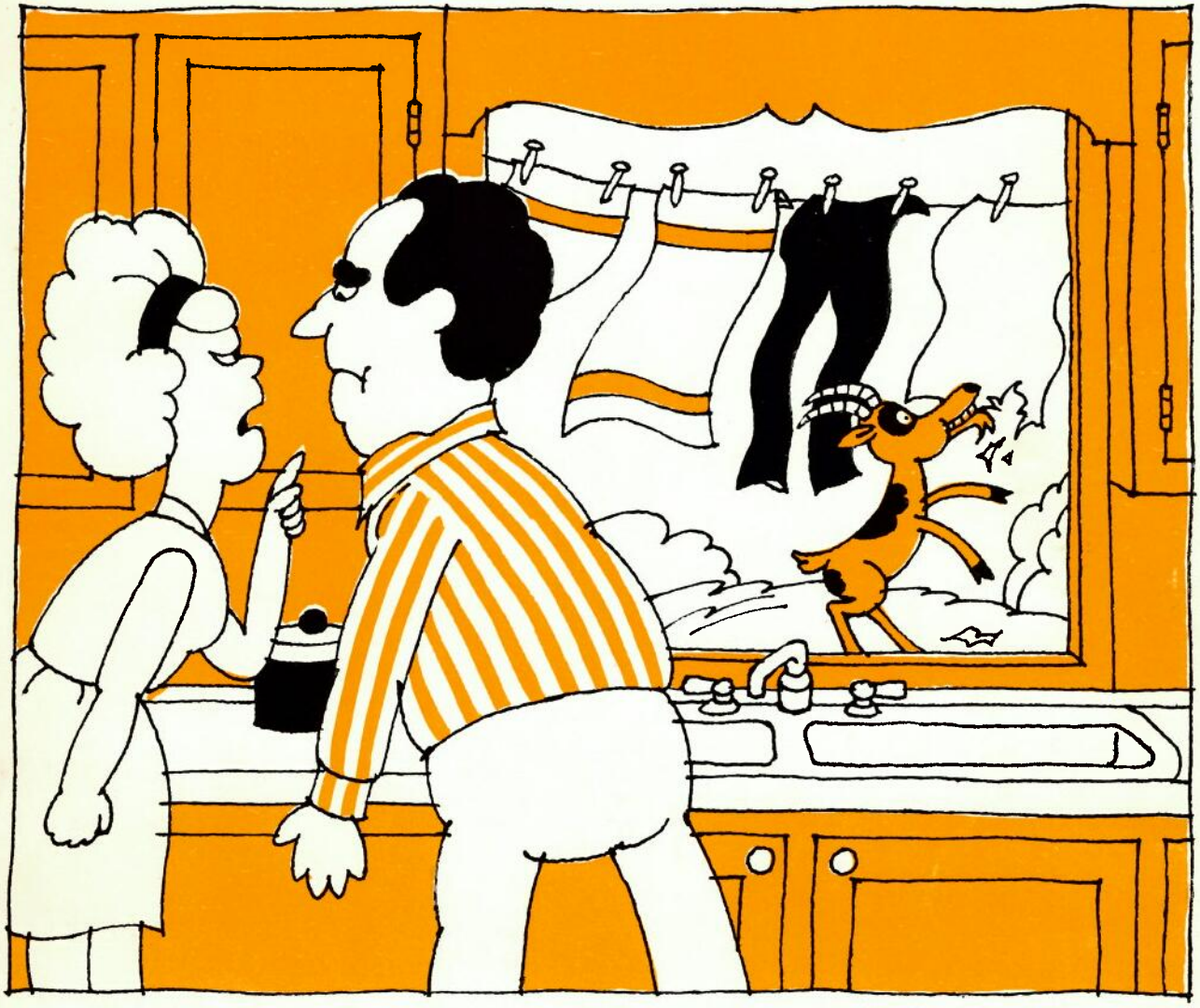
14 The cat is in the (**shack**, **shall**).

15 (**Kick**, **King**) the ball to me, Ned.

Use Your Imagination

Some children don't like to take baths. Are you one of them? Would you like the Japanese way of bathing? Tell how you feel about baths.

The Clever Goat



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Printed in the United States of America.

The Clever Goat

"Get rid of that goat!" yelled Mrs. Brown.

"Why, what's the matter, dear? What has Sam done now?" asked her husband.

"He's been eating the clean clothes right off the line again. Today it was your new red wool shirt!"

"Well, that's the last straw!" said Bill Brown. Sadly, he tied a rope round his pet goat's neck. "I'm going to tie him to the railway track and let the 8:30 train do the job."

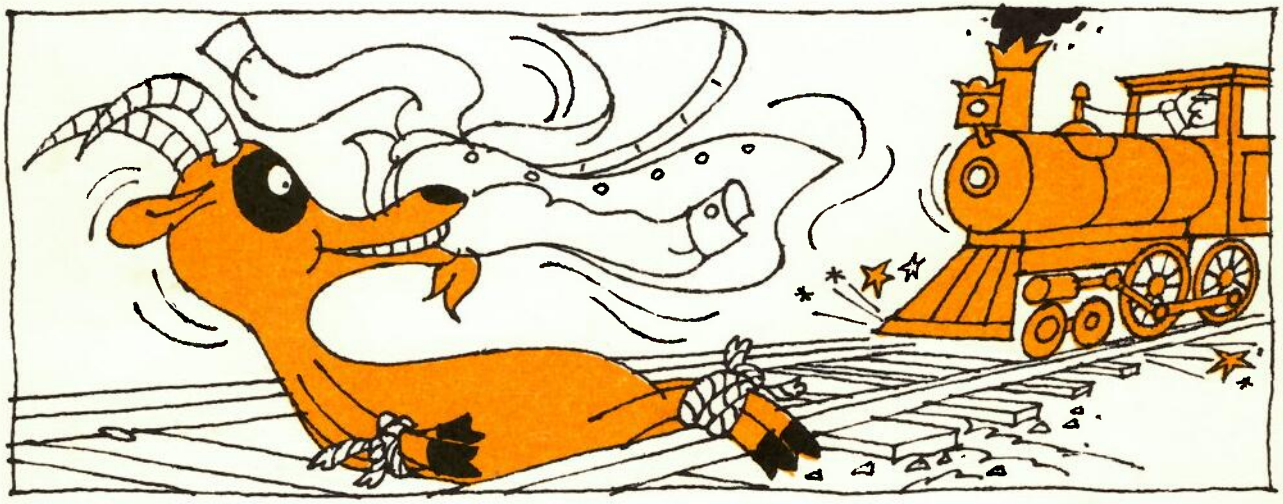
But an hour later Bill was back—with Sam.

"I knew you wouldn't be that mean!" said his wife.

"Oh, I tried," Bill said. "But old Sam was just too clever for me. Guess what he did?"

"What?"

"He coughed up that red wool shirt and flagged down the train with it!"



How Well Did You Read?

If you read the story carefully, you can pick the word that makes each sentence right. Write the word on your record page. Here are the words you will need:

railway **rid** **straw** **flagged** **line**

1 "Get ____ of that goat!" Mrs. Brown yelled.
2 Sam ate the clothes right off the ____.
3 "That's the last ____!" said Bill Brown.
4 Bill was going to tie Sam to the ____ track.
5 Sam ____ down the train with the red shirt.

Learn about Words

A He ate the clothes **right** off the line.

Look at the word in heavy type. Say it to yourself. Listen to the sound of *ight.* Then look at the letters in the box below. Add them to *ight* to make five new words. Write the words you make.

1 m	
2 n	
3 s	+ **ight**
4 t	
5 br	

B Look at the new words you have made. Decide which one belongs in each sentence below. Write the word.

6 One ____ Mr. Brown got angry with Sam.
7 "I ____ as well get rid of you!" he said.
8 He left Sam on the tracks with ____ ropes on his feet.
9 Later, Sam coughed up the ____ red shirt.
10 The engineer saw the strange ____ and stopped.

C **ch**um **sh**ed **th**in **wh**ip

In these words two consonants are written together to show one sound. Say the words softly and listen to the sounds of *ch, sh, th,* and *wh.*

Directions: Choose the word that makes sense in the sentence. Write that word.

11 Get Dan to (**shop**, **chop**) the logs.

12 He had a toy (**ship**, **chip**) in the tub.

13 My, that man is (**chin**, **thin**)!

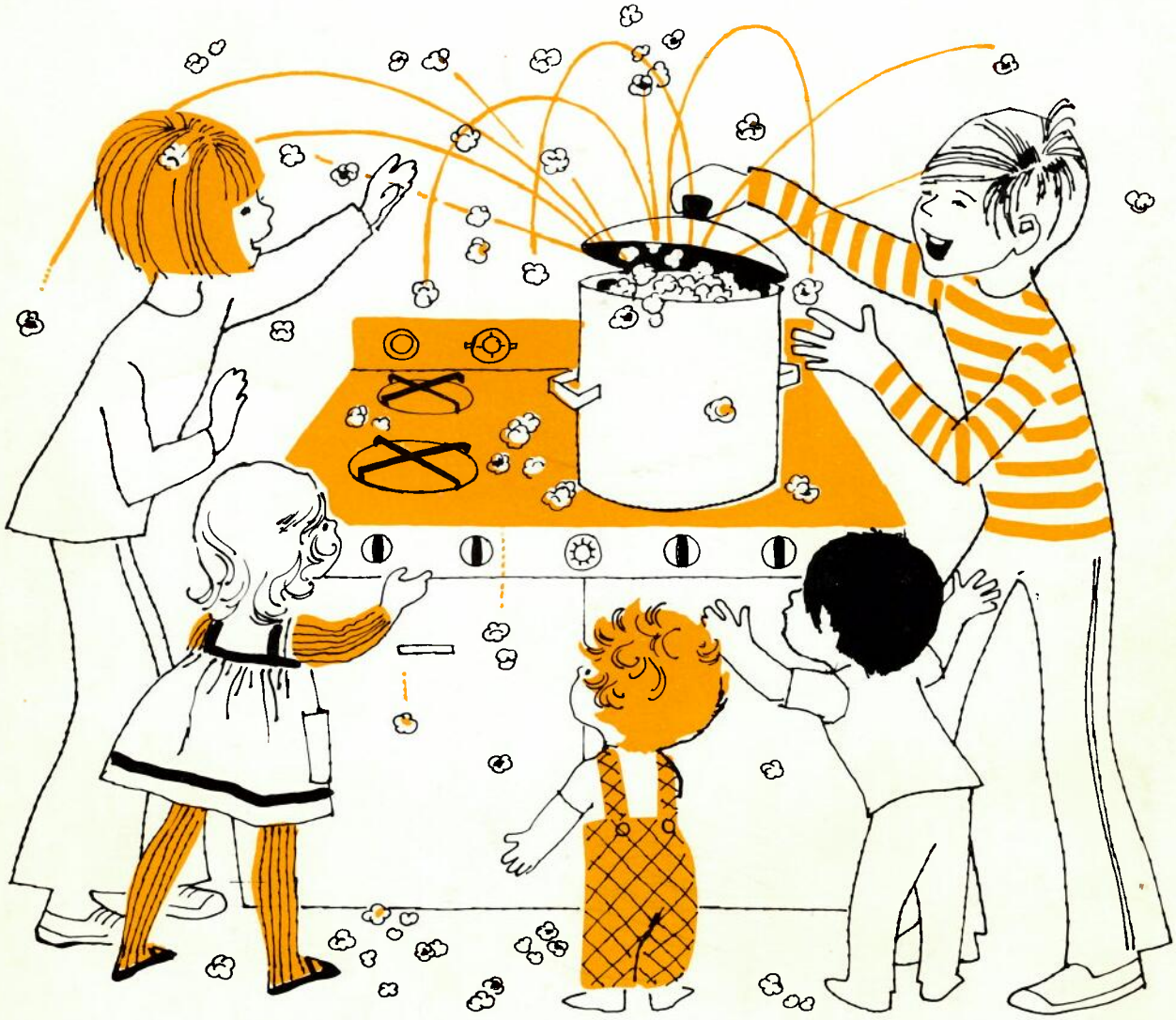
14 Do not let (**chat**, **that**) cat on the bus.

15 Tell me (**then**, **when**) to nap.

Use Your Imagination

Suppose you had a goat like Sam. What would you do to make him stop his bad habits? Can you tell a story about it?

What Makes Popcorn Pop?



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What Makes Popcorn Pop?

Heat and shake.

Ping! Pop! Ping! Pop! Ping!

The kernels of popcorn start to pop. They hit the lid of the pan. Shake the kernels well, so that they don't burn.

Pippity—poppity! Pippity—pop! Pop! Ping!

Take off the lid, and you have white, fluffy kernels of popcorn.

All corn kernels have starch in them. They have a little water in them, too. But popcorn kernels have a thick, tough skin.

When you heat popcorn kernels, the water inside turns to steam. As it turns to steam, the steam spreads out and starts to push against the tough skin.

The hotter the steam gets, the more it pushes. Soon the kernels burst, and now you see the white starch.

And that's how popcorn pops!

How Well Did You Read?

If you read the story carefully, you can pick the word that makes each sentence right. Write the word on your record page. Here are the words you will need:

starch **steam** **burst** **kernels** **lid**

1 The ____ of popcorn start to pop.
2 They hit the ____ of the pan.
3 All corn kernels have ____ in them.
4 Water inside each kernel turns to ____.
5 The kernels ____, and you see the white starch.

Learn about Words

A The kernels of popcorn start to **pop**.

Look at the word in heavy type. Say it to yourself. Listen to the sound of *op.* Then look at the letters in the box below. Add them to *op* to make five new words. Write the words you make.

1 h	
2 m	
3 t	+ **op**
4 dr	
5 st	

B Look at the new words you have made. Decide which one belongs in each sentence below. Write the word.

6 Dad will make popcorn on ____ of the stove.
7 First he will ____ the corn into hot oil.
8 Soon the kernels begin to pop and ____ around.
9 When the kernels ____ popping, they're ready to eat.
10 Then we'll help dad ____ up the kitchen.

C bun**ch** ca**sh** ba**th** ca**tch**

In these words two or three consonants are written together to show one sound. Say the words softly and listen to the sounds of *ch, sh, th,* and *tch.*

Directions: Choose the word that makes sense in the sentence. Write that word.

11 Did Ken drop the (**dish**, **ditch**)?

12 The cat bit the (**rash**, **rat**).

13 I (**witch**, **wish**) I had a big dog.

14 My cat naps on a red (**match**, **mat**).

15 Did Ted (**pit**, **pitch**) the ball?

Use Your Imagination

Popcorn is good to eat, but there are other things you can do with it. You can string it to hang on a Christmas tree. Or you could pretend it's snow and have a snowstorm in July. What other things can you think of to do with popcorn? Tell about them.

The Funny Farmhand

by Pepper Leeper

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The Funny Farmhand

Monkeys are clever animals. They can learn many things. In some countries they are farmhands. They help farmers.

These monkeys live in the jungles of hot lands. There, farmers raise coconuts in fields.

Coconuts grow at the tops of tall trees. The farmer must climb each tree to pick them. It is hard work. Some farmers keep monkeys. They do this work.

It's fun to see a monkey going to work. He rides on the back of the farmer's bicycle. When they get to the field, the monkey climbs each tree. He looks at the coconuts.

The monkey knows that a brown coconut is ripe. He knows that a green one must stay on the tree longer. He picks the brown ones. And he drops them down to the farmer.

How Well Did You Read?

If you read the story carefully, you can pick the word that makes each sentence right. Write the word on your record page. Here are the words you will need:

coconuts **bicycle** **ripe** **jungles** **field**

1 Some monkeys live in the ____ of hot lands.
2 There, farmers keep monkeys to help them pick ____.
3 The monkey rides on the back of the farmer's ____.
4 When they get to the ____, the monkey climbs each tree.
5 The monkey picks only the ____ coconuts.

Learn about Words

A Green coconuts must **stay** on the tree.
Look at the word in heavy type. Say it to yourself. Listen to the sound of *ay*. Then look at the letters in the box below. Add them to *ay* to make five new words. Write the words you make.

1 d	
2 l	
3 m	+ **ay**
4 p	
5 w	

B Look at the new words you have made. Decide which one belongs in each sentence below. Write the word.

6 Each ____ the farmer goes to market.
7 On the ____ he picks up his monkey helper.
8 At the market they ____ out their coconuts.
9 They ____ sell them all by noon.
10 People ____ well for ripe coconuts.

C pick fill puff less bang

In these words two consonants are written together to show one sound. Say the words softly and listen to the sounds of *ck, ll, ff, ss,* and *ng.*

Directions: Choose the word that makes sense in the sentence. Write that word.

11 Run, or you will (**mill**, **miss**) the bus.

12 That duck has cut its (**wing**, **will**).

13 When will the jet (**lack**, **land**)?

14 Who will (**hung**, **hunt**) for the eggs?

15 I wish you the best of (**lull**, **luck**).

Use Your Imagination

As the story tells us, monkeys can be very clever. Suppose you had a monkey of your own. What kind of things would you teach him to do? How could he be your helper? Tell a story about it.

Christmas Twice?

by Mercedes Colón

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Christmas Twice?

It's Christmas day in Puerto Rico. A small boy walks into the living room of his home. He gives a happy shout. There stands a big Christmas tree! And under it are many gifts.

The boy's mother smiles. Then she speaks to him in Spanish. "*Felices Pascuas,* Pedro," she says. That means "Merry Christmas."

Pedro sits on the floor. Then he opens his gifts. There are toys, clothes, and books. But there are no skates. Pedro feels sad. How he wanted skates!

Pedro's mother asks, "What's wrong? Don't you like your gifts?"

"Yes, mamma," says Pedro, "but I wanted skates."

"Don't feel sad," says his mother. "The Three Kings will bring them."

The Day of the Three Kings is January 6. It's like Christmas. The Kings come instead of Santa Claus. And they, too, bring gifts.

Pedro remembers this. And he's happy, for he'll get his skates then.

Puerto Rican boys and girls are lucky. They have Christmas twice!

How Well Did You Read?

If you read the story carefully, you can pick the word that makes each sentence right. Write the word on your record page. Here are the words you will need:

bring **sad** **speaks** **lucky** **instead**

1 Pedro's mother ____ to him in Spanish.
2 Pedro felt ____ because he didn't get skates.
3 His mother said, "The Three Kings will ____ them."
4 The Kings come ____ of Santa Claus.
5 Puerto Rican children are ____; they have Christmas twice.

Learn about Words

A It's Christmas **day** in Puerto Rico.

Look at the word in heavy type. Say it to yourself. Listen to the sound of *ay*. Then look at the letters in the box below. Add them to *ay* to make five new words. Write the words you make.

1 g	
2 m	
3 w	+ **ay**
4 cl	
5 pl	

B Look at the new words you have made. Decide which one belongs in each sentence below. Write the word.

6 Juan got a shirt with bright, ____ stripes.
7 He got some ____, too.
8 But he wanted a ball to ____ with.
9 "The Kings ____ bring one," said his mother.
10 "They will be coming this ____ soon."

C **brag** **crib** **drop** **grab** **trap**

These words begin with consonant blends. The letters *br, cr, dr, gr,* and *tr* are consonant blends. Each pair of letters stands for two sounds.

Directions: Try the blends *br, cr, dr, gr,* and *tr* in each unfinished word. Decide which blend gives you a word that makes sense in the sentence. Write that word.

11 The pigs began to __unt.

12 I can bang on that __um!

13 Look at that stack of __icks.

14 Dad is on a __ip to Kent.

15 There was a __ack in the cup.

Use Your Imagination

Santa Claus rides in a sleigh and has a huge sack of toys on his back. How do you think the Three Kings travel? How do they carry their gifts? Could you draw a picture of them?

Home Free!

by Jean MacGregor

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Home Free!

Suppose you're playing hide-and-seek. Some players are still hiding. It's time to start a new game. How do you call all players back?

In some places the call is "Ollie, Ollie Olsen, free!" Who was Ollie Olsen? No one knows.

In some places they call "Allee, allee ocean, free!" or "Ollie, ollie, oxen, free!" or "Ackie, ackie, oxbone, free!"

Or they call "Allee, allee, eeeze!" And in some places they use a verse:

"All in, all in, wherever you are!
The monkey's in the motorcar!"

None of these calls makes sense. But that doesn't matter if all the players know what they mean.

There is one call that does make sense. Try "All the, all the OUTS in free!"

Say it fast. Soon it sounds like the other calls. Who knows? Maybe all calls came from this one.

Those are just a few of the "home free" calls. There are lots more. Which ones do you know?

How Well Did You Read?

If you read the story carefully, you can pick the word that makes each sentence right. Write the word on your record page. Here are the words you will need:

players **sense** **mean** **verse** **hiding**

1 Some children are still ____ when the game is over.
2 There are lots of ways to call the ____ back.
3 In some places they use a ____ as a call.
4 Many of the calls don't make much ____.
5 But everyone knows what the calls ____.

Learn about Words

A One call does **make** sense.

Look at the word in heavy type. Say it to yourself. Listen to the sound of *ake.* Then look at the letters in the box below. Add them to *ake* to make five new words. Write the words you make.

1 l	
2 r	
3 t	+ **ake**
4 sh	
5 sn	

B Look at the new words you have made. Decide which one belongs in each sentence below. Write the word.

6 We played hide-and-seek down by the ____.
7 I had to ____ my little sister with me.
8 First she tripped over a ____ near the barn.
9 Then she screamed because she saw a ____.
10 I was so angry I wanted to ____ her.

C **s**cat **sk**in **sm**ell **sp**ill **st**op **sw**ell

These words begin with consonant blends. The letters *sc, sk, sm, sp, st,* and *sw* are consonant blends. Each pair of letters stands for two sounds.

Directions: Try the blends *sc, sk, sm, sp, st,* and *sw* in each unfinished word. Decide which blend gives you a word that makes sense in the sentence. Write that word.

11 Don is __ill in bed.

12 Bill and Pat __am in the pond.

13 There is a __ot on her dress.

14 Did you __ill the milk?

15 The hot buns __ell good.

Use Your Imagination

Do you know any other calls for hide-and-seek? Try making up some new ones. Try making up one that's a verse.

Freezing, but Staying Warm

by Cleve Twitchell

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Freezing, but Staying Warm

Ice is cold. But some people use it to keep trees warm.

They are the people who grow pears.

They have orchards of pear trees. Once pears start to grow, they must not freeze. Frost will kill them.

So on cold spring nights the pear growers must try to keep the trees warm.

Most of them heat their orchards. They burn smudge pots. These pots are tiny stoves. They burn smoky fires. They keep the trees warm.

But this smoke makes the air dirty.

So some pear growers have found a new way. They use ice to keep the trees warm!

The secret is this: As water freezes, it gives off heat. There's not much heat. But it's enough.

Now, on cold nights, water is sprayed on pear trees. The water freezes around each tree branch and each young pear.

As the ice is forming, it gives off some heat. It's enough to keep the pears warm.

How Well Did You Read?

If you read the story carefully, you can pick the word that makes each sentence right. Write the word on your record page. Here are the words you will need:

sprayed **orchards** **freeze** **heat** **stoves**

1 Some people have ____ of pear trees.
2 They have to make sure the pears don't ____.
3 They can use tiny ____ to keep the pears warm.
4 Sometimes pear trees are ____ with water that freezes.
5 It gives off some ____ and keeps the pears warm.

Learn about Words

A Ice can **keep** the pears warm.

Look at the word in heavy type. Say it to yourself. Listen to the sound of *eep.* Then look at the letters in the box below. Add them to *eep* to make five new words. Write the words you make.

1 d	
2 cr	
3 sh	+ **eep**
4 sl	
5 st	

B Look at the new words you have made. Decide which one belongs in each sentence below. Write the word.

6 Once there was a woolly ____ that loved pears.
7 He would climb ____ mountains to find them.
8 He would cross ____ rivers to get to them.
9 He would ____ around corners to steal them.
10 He couldn't go to ____ if he had no pears to eat.

C **tramp** **grand** **blank** **spend**

These words begin and end with consonant blends. Each pair of letters in heavy type stands for two sounds.

Directions: Choose the word that makes sense in the sentence. Write that word.

11 There is a bud on that (**plant**, **plank**).

12 We had to (**stamp**, **stand**) up on the bus.

13 What did you (**blend**, **spend**) on the trip?

14 Do you have a pet (**trunk**, **skunk**)?

15 I do not (**crust**, **trust**) that man.

Use Your Imagination

A little worm is living in a pear. The pear is sprayed and the water freezes around it. When the worm tries to come out of his hole, he finds an ice window. What does the worm do now? Tell about it.

How Do You Make a Baby Bigger?

by Dan Browning

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How Do You Make a Baby Bigger?

Gwen looked at the new baby. She frowned. "He looks awfully little," she said. "Take care not to lose him."

"I'll take care," said her mother. "Don't worry."

"He'd be easy to lose," said Gwen. "You could lay the newspaper on top of him. Then you'd forget where he was. Or he could roll under a chair. That's how I lost a doll. It took me a week to find her. So be careful."

"I will be, Gwen. And you can help me," her mother said.

"It would be easier if he were bigger," said Gwen.

"He'll *get* bigger, dear. It takes time."

"I think we could help him get bigger *faster*."

"How?" asked her mother.

"Well, I heard of one baby that got big fast. They fed him elephant's milk. And when he was one month old, he weighed 250 pounds."

"Gwen! I can't believe that!" said her mother. "Whose baby was it?"

"The elephant's," said Gwen.

How Well Did You Read?

If you read the story carefully, you can pick the word that makes each sentence right. Write the word on your record page. Here are the words you will need:

elephant's lose easier frowned weighed

1 Gwen ____ when she saw her baby brother.
2 She thought he was so small they could ____ him.
3 Gwen said he'd be ____ to find if he were bigger.
4 She knew of a baby that was fed ____ milk.
5 Soon the baby ____ 250 pounds.

Learn about Words

A Take **care** not to lose him.

Look at the word in heavy type. Say it to yourself. Listen to the sound of *are*. Then look at the letters in the box below. Add them to *are* to make five new words. Write the words you make.

1 b	
2 d	
3 sc	+ **are**
4 sh	
5 st	

B Look at the new words you have made. Decide which one belongs in each sentence below. Write the word.

6 Gwen would ____ at her new brother sometimes.
7 He was funny when he put his ____ foot into his mouth.
8 He was too small to ____ her toys with her.
9 She played quietly so that she wouldn't ____ him.
10 She wouldn't ____ give him elephant's milk.

C **br**ag **cr**ib **dr**op **gr**ab **tr**ap

These words begin with consonant blends. The letters *br, cr, dr, gr,* and *tr* are consonant blends. Each pair of letters stands for two sounds.

Directions: Try the blends *br, cr, dr, gr,* and *tr* in each unfinished word. Decide which blend gives you a word that makes sense in the sentence. Write that word.

11 Brad will nap in his __ib.

12 Jan has a red __ess.

13 Drink that last __op of milk.

14 __ab my hand or you will trip.

15 Is that a dog __ack in the mud?

Use Your Imagination

What if Gwen's brother did grow and grow until he weighed 250 pounds when he was two years old? What would happen then? Can you make up a story about it?

Streaks in the Night

by Allen Hunter

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Streaks in the Night

"Look, a falling star!" someone shouts. All eyes look to the night sky. A streak of light moves. Then it's gone. Sometimes there's just one streak. Sometimes there are many. But do stars really fall?

The streaks of light are not stars. They are bits of rock and metal. All through space, bits of rock and metal float about. Some of these fall into the air around the earth. When this happens, they get hot. And they burn up. That's the light we see. These burning space rocks are called *meteors.* They're not stars at all.

Sometimes a big space rock will hit the earth. It's so big that all of it doesn't burn up. When we find it on the ground, we call it a *meteorite.*

The ashes of little space rocks fall to earth too. But they are so small we don't notice. They are like dust.

Just think! Right now you may be sitting on dust from outer space.

How Well Did You Read?

If you read the story carefully, you can pick the word that makes each sentence right. Write the word on your record page. Here are the words you will need:

meteors **float** **streaks** **meteorite** **metal**

1 People call ____ of light in the sky "falling stars."
2 Falling stars are really bits of rock and ____.
3 The bits of rock and metal ____ about through space.
4 Burning space rocks in the air around earth are ____.
5 A ____ is a space rock that has hit the earth.

Learn about Words

A A streak of **light** moves.

Look at the word in heavy type. Say it to yourself. Listen to the sound of *ight.* Then look at the letters in the box below. Add them to *ight* to make five new words. Write the words you make.

1 m	
2 n	
3 s	+ **ight**
4 br	
5 fl	

B Look at the new words you have made. Decide which one belongs in each sentence below. Write the word.

6 At ____ I like to look at the stars.
7 They look like ____ diamonds in the sky.
8 They're a beautiful ____ when the sky is clear.
9 A falling star can look like a fairy in ____.
10 You ____ see one if you watch the sky at night.

C **sc**at **sk**in **sm**ell **sp**ill **st**op **sw**ell

These words begin with consonant blends. The letters *sc, sk, sm, sp, st,* and *sw* are consonant blends. Each pair of letters stands for two sounds.

Directions: Try the blends *sc, sk, sm, sp, st,* and *sw* in each unfinished word. Decide which blend gives you a word that makes sense in the sentence. Write that word.

11 Did he __ep in that wet mud?

12 It is fun to __in a top!

13 Can a frog shed its __in?

14 Did you __ash that cup?

15 The cat will __it at the dog.

Use Your Imagination

Suppose you saw a big meteor headed right for your house! Tell what you would do about it.

The Sea Lion Who Lives in a House

by Paul Calvert

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The Sea Lion Who Lives in a House

Mr. Flip is a sea lion. But don't tell him that. He thinks he's a person.

Most sea lions live in the ocean. But not Mr. Flip. He lives in a beach house.

One day some children found Mr. Flip lying on the beach. He seemed ill. So they went to get Francis Turner. He owned the beach house.

Mr. Turner carried Mr. Flip home. And he took care of him. Soon Mr. Flip was well.

Then Mr. Turner took Mr. Flip to the ocean. And he threw him in. But Mr. Flip swam right back. So Mr. Turner threw him in again. And this time he swam away like a proper sea lion.

But a few hours later, Mr. Flip was back again. Mr. Turner found him on his doorstep.

Now Mr. Flip lives with Mr. Turner. Each day Mr. Turner takes him to the ocean for a swim. But in a few hours he comes flapping home again.

How Well Did You Read?

If you read the story carefully, you can pick the word that makes each sentence right. Write the word on your record page. Here are the words you will need:

ocean **person** **beach** **ill** **doorstep**

1 Mr. Flip is a sea lion who thinks he's a ____.
2 Some children found him lying on the ____.
3 At first he was ____, but Mr. Turner took care of him.
4 Mr. Turner took him to the ____ and threw him in.
5 A few hours later he was on Mr. Turner's ____.

Learn about Words

A Soon Mr. Flip was **well.**

Look at the word in heavy type. Say it to yourself. Listen to the sound of *ell.* Then look at the letters in the box below. Add them to *ell* to make five new words. Write the words you make.

1 b	
2 f	
3 t	+ **ell**
4 sh	
5 sm	

B Look at the new words you have made. Decide which one belongs in each sentence below. Write the word.

6 One day Mr. Flip found the ____ of a huge clam.
7 It had a strong, fishy ____.
8 He took it to the beach house and rang the ____.
9 Mr. Turner came out and almost ____ over it.
10 "I'll have to ____ everybody about this," he said.

C **tramp** **grand** **blank** **spend**

These words begin and end with consonant blends. Each pair of letters in heavy type stands for two sounds.

Directions: Choose the word that makes sense in the sentence. Write that word.

11 Beth fell off the (**sting**, **swing**).

12 Fran (**slept**, **swept**) the sand off the rug.

13 Did Ted (**spank**, **drank**) the cat?

14 That dog had a (**drink**, **blink**).

15 Ann has a (**brand**, **grand**) silk dress.

Use Your Imagination

Mr. Flip goes to the ocean for a swim every day. He spends a few hours swimming and diving. What do you think the ocean bottom looks like where he dives? Could you draw a picture of it?

WHAT'S ON A MAP?

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Printed in the United States of America.

What's on a Map?

Maps show what the earth looks like. Maps help us get where we want to go.

Some maps are on flat paper. Some are big balls. And some are bumpy.

A map that is like a ball is called a *globe.* It is shaped like the earth. It shows where the lands and the oceans of the world are.

Maps with bumps are called *relief maps.* The bumps show hills and mountains. The dips show valleys and other low places.

A sailor uses a map that tells him how deep the water is. It tells where underwater hills and mountains are. It shows what the shore looks like.

An airline pilot uses his own kind of map. It shows the land below him. It shows where rivers and lakes are. It shows where mountains are. He doesn't want to run into them.

There are other kinds of maps, too. We need them all. They help us know our earth.

How Well Did You Read?

If you read the story carefully, you can pick the word that makes each sentence right. Write the word on your record page. Here are the words you will need:

pilot **globe** **water** **bumps** **earth**

1 Maps show what the ____ looks like.
2 A ____ is a map that looks like a ball.
3 A relief map has ____ on it.
4 A sailor uses a map that tells how deep the ____ is.
5 A ____ uses a map that shows the land below him.

Learn about Words

A Maps help us **know** our earth.

Look at the word in heavy type. Say it to yourself. Listen to the sound of *ow*. Then look at the letters in the box below. Add them to *ow* to make five new words. Write the words you make.

1 b	
2 l	
3 r	+ **ow**
4 cr	
5 sh	

B Look at the new words you have made. Decide which one belongs in each sentence below. Write the word.

6 Paul has maps that ____ paths on an island.
7 He and Andy decided to ____ a boat there one day.
8 Paul took his ____ and arrows with him.
9 They explored a ____ spot on one end of the island.
10 They saw a big ____ on a tree branch.

C **br**ag **cr**ib **dr**op **gr**ab **tr**ap

These words begin with consonant blends. The letters *br, cr, dr, gr,* and *tr* are consonant blends. Each pair of letters stands for two sounds.

Directions: Try the blends *br, cr, dr, gr,* and *tr* in each unfinished word. Decide which blend gives you a word that makes sense in the sentence. Write that word.

11 The boys will __ing the dog.

12 The cup fell with a __ash.

13 Did that dog __ab the bun?

14 Did she __ip on the step?

15 Tim and Jim __ag a lot.

Use Your Imagination

Sometimes people make their own maps. They might make a map to show where they've been. Pretend you're a pirate who buried a treasure. Draw a map to show where to find the treasure.

Karen's Funny Gift

by John Savage

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Karen's Funny Gift

Karen got a package. It was from her aunt.

"Open it! Open it!" yelled Al.

"Give me time," Karen said. Then she smiled. "I wonder what it is. It's just the right size for a gold watch!"

Al laughed. "It's just the right size for a rotten egg!"

"Hush!" Karen said as she cut the string. Slowly she took off the paper. Inside was a box. It didn't weigh much.

"Open it!" cried Al.

"Give me time." Karen liked to open gifts slowly. It gave her the shivers. She liked that feeling.

"Come on!" Al yelled. "Why don't you open it?"

Karen opened the box. Inside, there was just a note. Karen read it and laughed.

"Read it aloud!" yelled Al.

Karen read the note aloud. It was from her aunt. It said: "I will come to visit you tomorrow and I'll bring you a gift. Tell Al I'll bring him one too. P.S. I knew you'd like the shivers."

How Well Did You Read?

If you read the story carefully, you can pick the word that makes each sentence right. Write the word on your record page. Here are the words you will need:

shivers **weigh** **watch** **package** **note**

1 Karen opened the ____ from her aunt.
2 The box was the right size for a gold ____.
3 It didn't ____ much.
4 Karen got the ____ when she opened gifts slowly.
5 There was a ____ from her aunt in the box.

Learn about Words

A Karen cut the **string**.

Look at the word in heavy type. Say it to yourself. Listen to the sound of *ing*. Then look at the letters in the box below. Add them to *ing* to make five new words. Write the words you make.

1 r	
2 s	
3 br	+ **ing**
4 th	
5 spr	

B Look at the new words you have made. Decide which one belongs in each sentence below. Write the word.

6 Karen's aunt will visit her when ____ comes.
7 Karen is so happy she could ____.
8 Her aunt may ____ the children gifts.
9 Once she brought Karen a silver ____.
10 But Karen won't care if she doesn't bring a ____.

C **sc**at **sk**in **sm**ell **sp**ill **st**op **sw**ell

These words begin with consonant blends. The letters *sc, sk, sm, sp, st,* and *sw* are consonant blends. Each pair of letters stands for two sounds.

Directions: Try the blends *sc, sk, sm, sp, st,* and *sw* in each unfinished word. Decide which blend gives you a word that makes sense in the sentence. Write that word.

11 Jim fell off the __ing.

12 "__at!" I said to the cat.

13 Will dad let us go for a __im?

14 Don't __ill that ink on the rug.

15 Why is Tim __ill in bed?

Use Your Imagination

Everybody loves to get gifts. Suppose a fairy godmother told you you could have one gift. What would you want to have? Would you want it to be all wrapped up when it came? Tell about it.

What Is a Caboose?

by William C. Wertz

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What Is a Caboose?

It always comes last. It's bright red. And it rides at the end of the train. What is it? It's a railway van called a *caboose.* Most freight trains in the United States have one. Some railway men call it "the crummy."

Nobody's sure when the first caboose was built. Nobody's sure why. And nobody's sure how it got its name. But it's been a train's tail end for over a hundred years.

What's special about it? It has chairs. It has beds. It has a stove. It may even have nice lace curtains! The train's crew uses it. It's their home.

But it's more than a home. It's for safety, too. The crew looks out its windows. They watch the freight cars ahead. If something goes wrong, they warn the engineer.

Trains have changed a lot through the years. Many have new, modern engines. But one thing stays the same. What is it? It's that little red caboose.

How Well Did You Read?

If you read the story carefully, you can pick the word that makes each sentence right. Write the word on your record page. Here are the words you will need:

always crew engines freight safety

1 The caboose ____ comes last.
2 Most ____ trains in the United States have one.
3 The train's ____ uses it for a home.
4 But the caboose is for ____ too.
5 Today, trains have new, modern ____.

Learn about Words

A Many trains have **new**, modern engines. Look at the word in heavy type. Say it to yourself. Listen to the sound of *ew*. Then look at the letters in the box below. Add them to *ew* to make five new words. Write the words you make.

1 bl	
2 cr	
3 fl	+ **ew**
4 gr	
5 kn	

B Look at the new words you have made. Decide which one belongs in each sentence below. Write the word.

6 Before Sam ____ up, he lived near a railway.
7 He ____ an engineer on one of the trains.
8 The engineer and his ____ used to wave to Sam.
9 Sometimes it seemed that the train just ____ by.
10 Once it ____ Sam's hat off his head.

C **tramp** **grand** **blank** **spend**

These words begin and end with consonant blends. Each pair of letters in heavy type stands for two sounds.

Directions: Choose the word that makes sense in the sentence. Write that word.

11 Just (**grand**, **stand**) where you are!

12 Jack is (**spill**, **still**) in bed.

13 The toy ship is in that (**trunk**, **chunk**).

14 Let the raft (**swift**, **drift**) on the pond.

15 Can you (**brink**, **blink**) as fast as I can?

Use Your Imagination

People usually ride on passenger trains. What do you think it would be like to ride on a freight train instead? What would it be like to look out from one of the big open doors? Could you make up a story about riding on a freight train?

Pigs Aren't for Pockets

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Pigs Aren't for Pockets

Once there was no money. If people wanted to get something, they had to trade for it. This is the way it used to be:

"I'll trade you my cow for your pig," a man would say.

"Here are six oranges for one fish."

"Will you trade me a duck for a bag of corn?"

What could you get for two ducks? Were three bags of pears a good trade for two bags of grapes? It was hard to know. And it was hard to carry all the things for trading.

So people thought of a new way to trade. They thought of money. They couldn't carry pigs in their pockets. But they could carry money.

With money, it was not so hard to trade. People could work for money. They could carry it easily. And they could buy things with the money in their pockets.

That is how it was, and that is how it is now.

How Well Did You Read?

If you read the story carefully, you can pick the word that makes each sentence right. Write the word on your record page. Here are the words you will need:

pockets thought trade carry money

1 Once if people wanted to get something, they would ____ for it.
2 It was hard to ____ all the things for trading.
3 People couldn't carry pigs in their ____.
4 So they ____ of something they could carry easily.
5 They could buy things with the ____ in their pockets.

Learn about Words

A This is the **way** they got things.

Look at the word in heavy type. Say it to yourself. Listen to the sound of *ay.* Then look at the letters in the box below. Add them to *ay* to make five new words. Write the words you make.

1 d	
2 h	
3 l	+ **ay**
4 p	
5 st	

B Look at the new words you have made. Decide which one belongs in each sentence below. Write the word.

6 A man wanted to get some eggs one ____.
7 But there was no money to ____ for things then.
8 He had to trade his ____ and potatoes in town.
9 In town he would ____ his potatoes out on a stand.
10 He would ____ there a long time to trade for eggs.

C **brag** **crib** **drop** **grab** **trap**

These words begin with consonant blends. The letters *br, cr, dr, gr,* and *tr* are consonant blends. Each pair of letters stands for two sounds.

Directions: Try the blends *br, cr, dr, gr,* and *tr* in each unfinished word. Decide which blend gives you a word that makes sense in the sentence. Write that word.

11 The dog can do a __ick.

12 The fox left a __ack in the mud.

13 We had to __ush off the rug.

14 Can Bill __ag the sled up the hill?

15 Peg has a red __ess.

Use Your Imagination

What would happen today if you went into a shop with a pig and tried to trade it for some vegetables? What do you think people would say? Could you make up a story about it?

What's Mars Like?

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Printed in the United States of America.

What's Mars Like?

The night skies are filled with dots of light. Some are stars. Some are planets. And we ask, is there life out in space? We don't know.

Mars is the planet closest to us. It is most like the earth. We look at Mars through telescopes. It is a colorful place. It has patches of white and orange. It is red in spots. And it has splotches of gray green. Some people think that the gray-green splotches are plant life. They think if Mars has plants, it might have animals, too.

A spacecraft has brought back pictures of Mars. They show that Mars is dotted with holes. It looks something like the moon. The pictures don't prove that Mars has plants. We still don't know what is on Mars.

Someday we will land a spacecraft there. It will tell us more about Mars. It will tell us if there is life.

How Well Did You Read?

If you read the story carefully, you can pick the word that makes each sentence right. Write the word on your record page. Here are the words you will need:

spacecraft splotches closest planets telescopes

1 Some of the dots of light in the sky are ____.
2 Mars is the one ____ to the earth.
3 We can look at Mars through ____.
4 Mars has gray-green ____ on it.
5 A ____ has brought back pictures of Mars.

Learn about Words

A Someday we will **land** a spacecraft there.

Look at the word in heavy type. Say it to yourself. Listen to the sound of *and.* Then look at the letters in the box below. Add them to *and* to make five new words. Write the words you make.

1 b	
2 h	
3 s	+ **and**
4 gr	
5 st	

B Look at the new words you have made. Decide which one belongs in each sentence below. Write the word.

6 Joe had a tall box big enough to ____ up in.
7 It made a ____ spacecraft.
8 He and Tony painted an orange ____ around its sides.
9 Then they pretended to blast off from the ____.
10 But the box fell over, and Joe hurt his ____.

C **sc**at **sk**in **sm**ell **sp**ill **st**op **sw**ell

These words begin with consonant blends. The letters *sc, sk, sm, sp, st,* and *sw* are consonant blends. Each pair of letters stands for two sounds.

Directions: Try the blends *sc, sk, sm, sp, st,* and *sw* in each unfinished word. Decide which blend gives you a word that makes sense in the sentence. Write that word.

11 Tim, can you __ell *crack?*

12 It is fun to hop, __ip, and jump.

13 Will you sit __ill?

14 "You __op that!" dad said.

15 What is that bad __ell?

Use Your Imagination

What do you think Mars is like? Do you think there are plants and animals there? What kinds? Could you draw pictures of them?

HARRY, LARRY, AND LOU

by Dan Browning

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Printed in the United States of America.

Harry, Larry, and Lou

Harry, Larry, and Lou set out to cross the desert. They left town in the morning. They headed west. The sun was at their backs. By noon it was up above them. By afternoon it was in front of them.

"That sun hurts my eyes," said Larry. "I'll walk behind Harry. Then I'll be in his shadow." So Larry got behind Harry.

"Good idea," said Lou. "And I'll walk behind you. Then I'll be in *your* shadow." He got behind Larry.

But Harry said, "Not fair! I want some shadow too!" So he dropped back behind Lou.

That left Larry up front. The sun was in his eyes again. He didn't like that. So he dropped back behind Harry.

And so it went. Each one wanted to be in the others' shadow. So each one would move to the back of the line.

And guess what? By evening they were back in the town they started from!

How Well Did You Read?

If you read the story carefully, you can pick the word that makes each sentence right. Write the word on your record page. Here are the words you will need:

evening shadow dropped behind cross

1 Harry, Larry, and Lou set out to ____ the desert.
2 The sun hurt Larry's eyes, so he walked ____ Harry.
3 Lou wanted to be in Larry's ____.
4 Then Harry ____ behind Lou.
5 By ____ they were back where they started.

Learn about Words

A They headed **west.**

Look at the word in heavy type. Say it to yourself. Listen to the sound of *est.* Then look at the letters in the box below. Add them to *est* to make five new words. Write the words you make.

1 b	
2 n	
3 p	+ **est**
4 r	
5 v	

B Look at the new words you have made. Decide which one belongs in each sentence below. Write the word.

6 Harry, Larry, and Lou sat under a tree to ____.
7 "I'm the world's ____ tree climber," said Lou.
8 "Then climb up to that bird's ____," said Larry.
9 "Leave the birds alone; don't be a ____," said Harry.
10 As Lou started up the tree, he tore his ____.

C **tramp** **grand** **blank** **spend**

These words begin and end with consonant blends. Each pair of letters in heavy type stands for two sounds.

Directions: Choose the word that makes sense in the sentence. Write that word.

11 Did you see that (**swift**, **drift**) fish?

12 I like to (**blink**, **drink**) milk.

13 When did Pam (**stand**, **grand**) on the bed?

14 Dan sat on the tree (**stump**, **plump**).

15 The dog (**swept**, **slept**) on the rug.

Use Your Imagination

What do you think Harry, Larry, and Lou should have done? How could they have solved their problem? Could you make up another ending to the story?

Eat, Clothes, Eat!

by Allen Hunter

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Eat, Clothes, Eat!

One day a rich man was invited out to dinner. He spent the day working in his garden. At sunset he didn't have time to dress for the dinner. He went in his work clothes.

When he arrived, all the other guests were there. But nobody spoke to him. At dinner he was seated far from the host. Still no one spoke to him.

He got up from the table and went home. He washed. He dressed in fine clothes. Then he came back.

Now the host said, "Come, sit beside me." The host passed the food to him. The man took the food and began putting it in his pockets. "Eat, clothes, eat!" he said.

The host was amazed at this. "What are you doing?" he asked.

The man replied, "I'm feeding your guest. When I first came, no one would speak to me. After I changed my clothes, you treated me as a special guest. I'm still the same man. So it must be my clothes that you're being nice to. I'm just giving them their share of the food."

How Well Did You Read?

If you read the story carefully, you can pick the word that makes each sentence right. Write the word on your record page. Here are the words you will need:

special amazed invited
share guests

1 One day a rich man was ____ to dinner.

2 The ____ did not speak to the man because he wore his work clothes.

3 The rich man was treated as a ____ guest after he changed his clothes.

4 The host was ____ when the rich man began putting food in his pockets.

5 The rich man said that he was giving his clothes their ____ of the food.

Learn about Words

A At dinner he was seated far from the host.

Look at the word in heavy type. Say it to yourself. Listen to the sound of the word. Then look at the letters in the box below. Add them to *at* to make five new words. Write the words you make.

1 c	
2 h	
3 r	+ **at**
4 s	
5 fl	

B Look at the new words you have made. Decide which one belongs in each sentence below. Write the word.

6 The rich man put on his ____ and went home with his pockets filled with food.

7 At home he ____ down to think about the dinner.

8 After a while he gave the food to his pet tabby ____.

9 He took off his clothes and laid them ____ on a chair.

10 In the night a mouse or a ____ ate holes in his pockets.

C

cat	**c**ent
cot	**c**ity
cut	**c**ycle
club	

All these words begin with the letter *c*. In the first group the *c* has the sound of *k*. This is called the hard sound of *c*. In the second group the *c* has the sound of *s*. This is called the soft sound of *c*. When *c* is followed by *a, o, u,* or a consonant, it usually has the hard sound. When it is followed by *e, i,* or *y,* it usually has the soft sound.

Directions: Notice that each word in heavy type has the letter *c* in it. If the *c* has the hard sound (like *k*), write *k*. If the *c* has the soft sound (like *s*), write *s*.

11 The plate fell with a **crash**.

12 Bill wants some **rice**.

13 Glen has some pet **mice**.

14 Would you like to go to the **city**?

15 Her name is **Grace**.

D

moonlight

The word *moonlight* means the light of the moon. *Moonlight* is a compound word. A compound word is made of two or more words that go together.

Directions: Notice the two words in heavy type. Make a compound word of the two words. Write the compound word.

16 The **sun** is going to **rise**.

17 I got a **book** in this **shop**.

18 The **dog** has this **house**.

19 At **home** we **made** this cake.

20 Your **back** can **rest** on this.

Use Your Imagination

Suppose you went to a party, or to school, dressed in dirty clothes. How do you think your teacher or the other children would act toward you? Is it fair to judge a person by his clothes? Tell what you think.

A Ditch in Santa Fe

by John Savage

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A Ditch in Santa Fe

Many towns in the southwestern United States were started by farmers. Often the farmers came from dry countries—Spain or Mexico. They knew how to grow crops when there wasn't much rain. How? They *irrigated* the fields. That's one way to water them.

They dug long ditches. These ditches brought water from the river. One big ditch came from the river. It led to many shorter ditches. These took the water to the crops.

Each town had one main ditch. It was called the "mother ditch." But the farmers spoke Spanish. So they used the Spanish words for "mother ditch." They called it *acequia madre.*

Many of these towns aren't farming towns anymore. Santa Fe isn't. Today it's the capital of New Mexico. It's also important for art and music. But part of its past remains.

There's a ditch in Santa Fe. It runs beside a busy street. Much of the time this ditch is dry. Most people wouldn't even notice it. But once it was important. How can you tell? Look at the name of the street beside the ditch. It's called Acequia Madre.

How Well Did You Read?

If you read the story carefully, you can pick the word that makes each sentence right. Write the word on your record page. Here are the words you will need:

ditches important irrigated crops notice

1 Long ago, farmers in the Southwest knew how to grow ____ without rain.

2 They ____ the fields, or brought water to them.

3 Many ____ brought water from the river.

4 Santa Fe is an ____ town for art.

5 Most people don't ____ the ditch beside Acequia Madre Street.

Learn about Words

A How can you **tell**?

Look at the word in heavy type. Say it to yourself. Listen to the sound of *ell.* Then look at the letters in the box below. Add them to *ell* to make five new words. Write the words you make.

1 b	
2 f	
3 s	+ **ell**
4 w	
5 sp	

B Look at the new words you have made. Decide which one belongs in each sentence below. Write the word.

6 Rain ____ only once a month in some western towns.

7 The people got their water from a ____ in the middle of town.

8 Water was so important that some people used to ____ it.

9 Sometimes when it rained, people rang the church ____.

10 People were always happy to see rain after a long ____ of dry weather.

C

gas	pa**g**e
go	**g**ym
gun	ma**g**ic
glad	

All these words have the letter *g* in them. In the first group the *g* has the same sound you hear at the end of the word *big.* This is called the hard sound of *g.* In the second group the *g* has the sound of *j* in *jam.* This is called the soft sound of *g.* When *g* is followed by *a, o, u,* or a consonant, it usually has the hard sound. When it is followed by *e, i,* or *y,* it usually has the soft sound.

Directions: Notice that each word in heavy type has the letter *g* in it. If the *g* has the hard sound (like *g* in *big*), write "hard." If it has the soft sound (like *j*), write "soft."

11 Jane **got** a shell at the pond.

12 Look at the fox in the **cage**.

13 Is your name at the top of the **page**?

14 We had to **go** by bus.

15 Is that the **gym** class?

D

lemon
(only one lemon)

lemons
(more than one lemon)

You put an *s* on the end of a word to make it mean more than one. Sometimes you add *es* instead.

dress lunch dish
(only one)

dresses lunches dishes
(more than one)

When a word ends in *s, ch,* or *sh,* you add *es* to make it mean more than one.

Directions: Make each word below mean more than one. Write it with *s* or *es* at the end.

16 ship
17 punch
18 glass
19 page
20 cat

Use Your Imagination

Suppose you are living in a dry, hot town like the one in the story. One day a man comes to town. He says he can do a dance that will bring rain. But first the town must give him a lot of money. What happens then? Finish the story.

TAILS

by William C. Wertz

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Tails

People don't have tails. All they have is a stubby little bone. It's called a tailbone. You can feel it at the very end of your backbone.

But many animals do have tails. Their tails are very useful. A beaver has a wide, flat tail. It helps him swim. When he hears someone coming, he whacks it on the water. *Splat!* The loud sound warns the other beavers.

A wolf or a dog may have a big bushy tail. When it's cold, the animal curls into a ball. His tail covers his nose. It keeps it warm.

Monkeys have long, thin tails. They can grab things with their tails. They can swing by them.

A lizard has a tail that can save his life. If he's grabbed by his tail, it comes off! The lizard can run away. Later he can grow a new tail.

It might be fun to have a tail. You might use it to open doors when your hands were full. You might scrub your back with your tail.

What else could you do with a tail?

How Well Did You Read?

If you read the story carefully, you can pick the word that makes each sentence right. Write the word on your record page. Here are the words you will need:

grab **stubby** **beaver**
tailbone **lizard**

1 Instead of a tail, people have a ____ little bone.

2 This bone is called a ____, and it's at the end of the backbone.

3 The tail of a ____ is wide and flat and helps him to swim.

4 Monkeys have long, thin tails that they use to ____ things or swing with.

5 A ____ can lose its tail but can also grow a new one.

Learn about Words

A Later he **can** grow a new tail.

Look at the word in heavy type. Say it to yourself. Listen to the sound of *an*. Then look at the letters in the box below. Add them to *an* to make five new words. Write the words you make.

1 m	
2 r	
3 t	+ **an**
4 pl	
5 th	

B Look at the new words you have made. Decide which one belongs in each sentence below. Write the word.

6 A ____ wanted to catch a lizard.

7 He had a ____ for catching it.

8 He saw a lizard that was brown with ____ stripes.

9 He ____ after it.

10 But a lizard would rather lose its tail ____ be caught.

C

hat	pet	bit	not	us
hate	Pete	bite	note	use

The words in the top row have short vowel sounds. The words in the bottom row have long vowel sounds. Notice how the vowel sound changes from short to long when an *e* is added at the end of each word.

Directions: Choose the word that makes sense in the sentence. Write that word.

11 **bit** / **bite** — Don't let the dog ____ him.

12 **hid** / **hide** — He ____ by the pond.

13 **sit** / **site** — We had to ____ on a bench.

14 **fin** / **fine** — Beth will bake a ____ cake.

15 **hop** / **hope** — Can you ____ like a rabbit?

D

did not = **didn't**
he is = **he's**

Sometimes you can put two words together, leaving out one or more letters. Then you have one word, which is called a contraction. It will have an apostrophe (') where the letter or letters have been left out.

Directions: Write the contraction for each pair of words below.

16 have not

17 she is

18 can not

19 we are

20 did not

Use Your Imagination

The story told how animals use their tails in different ways. Would you like to have a tail? Would you want the tail of a beaver, a wolf, or a monkey? Tell about the kind of tail you would like and how you might use it.

How Much Does a Bird Eat?

by Diana Spencer

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Printed in the United States of America.

How Much Does a Bird Eat?

"You eat like a bird!" Tom's mother said.

Tom didn't eat much. His mother thought birds didn't eat much either.

But Tom knew better. He knew that young birds eat lots. Some eat as much as they weigh.

Tom thought, what if he showed his mother how much birds ate? He'd have to eat as much as he weighed. That was sixty pounds.

He'd start with breakfast. He'd eat forty-five pieces of bacon. Then he'd have thirty-six eggs and forty-five slices of toast.

For lunch he'd eat thirty-two hotdogs. They'd have lots of mustard! He'd have four plates of fried potatoes, too. Then he'd eat ten apples.

After school he'd have a snack. First he'd eat sixteen chocolate bars. Then he'd have some milk. He'd drink sixteen glasses.

Then dinner would be served. Tom would have fifteen thick pork chops. With them he'd eat ten full servings of peas. He'd eat four baked potatoes, too.

What would dessert be? Sixteen ice-cream cones—two dips each!

Tom's mother would see how birds eat. And she'd never say "You eat like a bird" again.

How Well Did You Read?

If you read the story carefully, you can pick the word that makes each sentence right. Write the word on your record page. Here are the words you will need:

snack **servings** **breakfast**
weigh **sixty**

1 Tom's mother didn't know that some young birds eat as much as they ____.

2 Tom knew that he would have to eat ____ pounds of food.

3 As part of his ____, Tom would have to eat thirty-six eggs.

4 After school he would have a ____ of sixteen chocolate bars.

5 At dinner, Tom would have to eat ten full ____ of peas.

Learn about Words

A Tom didn't **eat** much.

Look at the word in heavy type. Say it to yourself. Listen to the sound of the word. Then look at the letters in the box below. Add them to *eat* to make five new words. Write the words you make.

1 b	
2 h	
3 m	+ **eat**
4 s	
5 tr	

B Look at the new words you have made. Decide which one belongs in each sentence below. Write the word.

6 Tom's mother ____ a dozen eggs with a spoon.

7 Then she put them over the ____ to cook.

8 Tom said, "Do we have any pork or other ____?"

9 Then he sat in his ____ and ate for two hours.

10 His mother said, "Why do you ____ me this way?"

C

cat	**c**ent
cot	**c**ity
cut	**c**ycle
club	

All these words begin with the letter *c*. In the first group the *c* has the sound of *k*. This is called the hard sound of *c*. In the second group the *c* has the sound of *s*. This is called the soft sound of *c*. When *c* is followed by *a, o, u,* or a consonant, it usually has the hard sound. When it is followed by *e, i,* or *y,* it usually has the soft sound.

Directions: Notice that each word in heavy type has the letter *c* in it. If the *c* has the hard sound (like *k*), write *k*. If the *c* has the soft sound (like *s*), write *s*.

11 Is the **cake** for me?

12 Is there **space** for Jim on the bus?

13 I like to go to the big **city**.

14 Dad just **came** home.

15 Frank has a **cramp** in his leg.

D

moonlight

The word *moonlight* means the light of the moon. *Moonlight* is a compound word. A compound word is made of two or more words that go together.

Directions: Notice the two words in heavy type. Make a compound word of the two words. Write the compound word.

16 The **sun** is going to **set**.

17 You can **play** at this **time**.

18 Sit in the **sun** and you may get a **tan**.

19 Get a **rag** from the **bag**.

20 When you're **home**, do the **work**.

Use Your Imagination

Suppose Tom decided to eat only as much as a bird actually eats. He would eat as much as a bird really weighs. Tell what would happen to him then.

TENT CHILDREN

by Pepper Leeper

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Tent Children

Did you ever sleep in a tent? It's fun. But it's nice to sleep in your own bed again.

In Iran some children always sleep in tents. School is a tent too. There are no desks or chairs. The children sit on bright rugs.

These children must travel a lot. Their fathers raise sheep and goats. There's not much rain. In spring the sun is hot. The grass turns brown. So the animals have nothing to eat. Then the people must move. They go where the grass is green.

Donkeys carry tents, pots, dishes, blankets, and clothing. They carry small children, too. Babies ride on their mothers' backs. Big children, grownups, and animals walk.

The trip may take six weeks. The people are happy when they get to the new land. There is plenty of green grass. Fathers set up the house tents. The teacher sets up the school tent. The boys and girls go back to school.

Winter comes. Again the people load their donkeys. They go back to the land they left. Now the grass is green again. The animals can eat.

How Well Did You Read?

If you read the story carefully, you can pick the word that makes each sentence right. Write the word on your record page. Here are the words you will need:

plenty **school** **travel**
donkeys **desks**

1 In Iran, children who live in tents go to ____ in a tent.

2 There are no ____ or chairs, so children sit on rugs.

3 The families ____ a lot, because their animals need green grass.

4 They use ____ to carry everything they own.

5 It may take them six weeks to get to a place where there's ____ of grass.

Learn about Words

A Fathers **set** up the house tents.

Look at the word in heavy type. Say it to yourself. Listen to the sound of *et.* Then look at the letters in the box below. Add them to *et* to make five new words. Write the words you make.

1 g	
2 l	
3 m	+ **et**
4 p	
5 w	

B Look at the new words you have made. Decide which one belongs in each sentence below. Write the word.

6 Joan told us about some tent children she ____ in Iran.

7 She said that the children ____ used to moving about.

8 They don't worry much about the tents getting ____, because it doesn't rain much.

9 Sometimes their fathers may ____ them tend the sheep.

10 The children may keep a sheep or a goat as a ____.

C

gas	pa**g**e
go	ma**g**ic
gun	**g**ym
glad	

All these words have the letter *g* in them. In the first group the *g* has the same sound you hear at the end of the word *big.* This is called the hard sound of *g.* In the second group the *g* has the sound of *j* in *jam.* This is called the soft sound of *g.* When *g* is followed by *a, o, u,* or a consonant, it usually has the hard sound. When it is followed by *e, i,* or *y,* it usually has the soft sound.

Directions: Notice that each word in heavy type has the letter *g* in it. If the *g* has the hard sound (like *g* in *big*), write "hard." If it has the soft sound (like *j*), write "soft."

11 What did you do in **gym**?

12 Tell Bruce to **change** his socks.

13 Ted ran onto the **stage**.

14 Did we win the **game**?

15 Who **gave** this note to Frank?

D

lemon
(only one lemon)

lemons
(more than one lemon)

You put an *s* on the end of a word to make it mean more than one. Sometimes you add *es* instead.

dress lunch dish
(only one)

dresses lunches dishes
(more than one)

When a word ends in *s, ch,* or *sh,* you add *es* to make it mean more than one.

Directions: Make each word below mean more than one. Write it with *s* or *es* at the end.

16 lass

17 bunch

18 table

19 coat

20 dog

Use Your Imagination

This story told about children who live in tents. They move from place to place often. Would you like to live that way? Or would you rather live in a house and go to one school? Tell about it.

What If Ice Didn't Float?

by George Leposky

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What If Ice Didn't Float?

Drop an ice cube into a glass of water. What does it do? Does it sink to the bottom of the glass? Or does it float on top of the water?

The ice cube floats, of course. Ice always floats. And if it didn't, life on earth would not be the same.

Plants and animals that live in water would die in winter if ice didn't float. Ice forms a "roof" on lakes and rivers. It protects fish and other animals from the worst cold of winter.

Now if ice sank, lakes, rivers, and oceans would freeze solid each winter. They would freeze from the bottom up. If this happened, even the hottest days of summer might not be hot enough to melt the ice at the very bottom.

Some ice would stay each year. In time, that ice might chill the air. Then summers would be cooler. Then even less ice would melt. More would stay. The freezing would go on. In time, there might be no warm summer at all. There might be winter all year long. Aren't we lucky that ice floats?

How Well Did You Read?

If you read the story carefully, you can pick the word that makes each sentence right. Write the word on your record page. Here are the words you will need:

protects **chill** **sank**
float **summers**

1 Ice will always ____ on top of water.

2 Ice ____ fish and other animals from the worst cold of winter.

3 If ice ____, lakes, rivers, and oceans would freeze solid.

4 If ice stayed the year around, it might ____ the air in time.

5 Soon there might be no warm ____.

Learn about Words

A Some ice would **stay** each year.

Look at the word in heavy type. Say it to yourself. Listen to the sound of *ay*. Then look at the letters in the box below. Add them to *ay* to make five new words. Write the words you make.

1 d	
2 l	
3 m	+ **ay**
4 w	
5 st	

B Look at the new words you have made. Decide which one belongs in each sentence below. Write the word.

6 Jack and Roy were on their ____ to the lake.

7 Ice ____ on the lake like a roof.

8 "It's cold today, so the ice ____ not melt," said Jack.

9 "It will be a good ____ for ice skating," said Roy.

10 "Let's put on our ice skates and ____ here all afternoon," suggested Jack.

C

hat	pet	bit	not	us
hate	Pete	bite	note	use

The words in the top row have short vowel sounds. The words in the bottom row have long vowel sounds. Notice how the vowel sound changes from short to long when an *e* is added at the end of each word.

Directions: Choose the word that makes sense in the sentence. Write that word.

11 **rag**
rage
Dust the table with a clean ____.

12 **rip**
ripe
Bill has a ____ in his cap.

13 **pal**
pale
"Tim is my ____," said Ted.

14 **not**
note
Who left this ____ on my desk?

15 **can**
cane
Who ____ mend this big rip?

D

did not = **didn't**
he is = **he's**

Sometimes you can put two words together, leaving out one or more letters. Then you have one word, which is called a contraction. It will have an apostrophe (') where the letter or letters have been left out.

Directions: Write the contraction for each pair of words below.

16 is not

17 they are

18 are not

19 he is

20 I am

Use Your Imagination

The story told you what might happen if ice didn't float. Suppose all the rain that fell stayed on the surface of the earth. Suppose it never sank into the earth or was burned away by the heat of the sun. What might happen then? Tell about it.

The Kindergarten Man

by Rosalie Koskimaki

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The Kindergarten Man

Friedrich Froebel lived in Germany many years ago. His mother died when he was a small boy. No one paid much attention to him. So Friedrich played alone in a garden. He loved the flowers and the plants. He was happy there.

Soon it was time for Friedrich to go to school. In school he sat on a hard chair. All day long he looked at books. The books had no pictures. Friedrich couldn't play. He couldn't do things with his hands. He had to sit in that hard chair and look at books. It was no fun.

Friedrich grew up. He remembered his school and his garden.

"School should be a happy place. It should be like a garden," said Friedrich. "Children should play. They should do things with their hands. They should have books with pretty pictures."

So Friedrich started a school like this. He called it a *Kindergarten. Kindergarten* is a German word. It means children's garden.

People learned about Friedrich's new school. Soon there were kindergartens all over the world. Friedrich Froebel made school a happier place for little children.

How Well Did You Read?

If you read the story carefully, you can pick the word that makes each sentence right. Write the word on your record page. Here are the words you will need:

kindergarten garden pictures
happy attention

1 No one paid much ____ to Friedrich Froebel when he was a small boy.

2 Friedrich played alone in a ____, but he was happy there.

3 In school Friedrich looked at books that had no ____.

4 Friedrich thought school should be a ____ place, like a garden.

5 The new kind of school that Friedrich started is called a ____.

Learn about Words

A Friedrich was a **small** boy.

Look at the word in heavy type. Say it to yourself. Listen to the sound of *all.* Then look at the letters in the box below. Add them to *all* to make five new words. Write the words you make.

1 b	
2 c	
3 h	+ **all**
4 t	
5 w	

B Look at the new words you have made. Decide which one belongs in each sentence below. Write the word.

6 There was a long ____ that went all through Tim's house.

7 Its back door opened on a garden that had a high ____ around it.

8 Tim and his friends played ____ there after they came home.

9 Sometimes they climbed a ____ tree and played pirates.

10 Tim's mother would ____ the children in to drink hot chocolate on cold days.

C

cat	**c**ent
cot	**c**ity
cut	**c**ycle
club	

All these words begin with the letter *c*. In the first group the *c* has the sound of *k*. This is called the hard sound of *c*. In the second group the *c* has the sound of *s*. This is called the soft sound of *c*. When *c* is followed by *a, o, u,* or a consonant, it usually has the hard sound. When it is followed by *e, i,* or *y,* it usually has the soft sound.

Directions: Notice that each word in heavy type has the letter *c* in it. If the *c* has the hard sound (like *k*), write *k*. If the *c* has the soft sound (like *s*), write *s*.

11 This is a big **fence**.

12 Did that boy win the **race**?

13 Is Dave in **class**?

14 Would you like a **cone**?

15 Where did you get that **pencil**?

D

moonlight

The word *moonlight* means the light of the moon. *Moonlight* is a compound word. A compound word is made of two or more words that go together.

Directions: Notice the two words in heavy type. Make a compound word of the two words. Write the compound word.

16 You can take a **bath** in this **tub**.

17 We ate **lunch** in this **room**.

18 The **sales** are made by that **man**.

19 The baby likes to **play** in this **pen**.

20 He has a **note** in that **book**.

Use Your Imagination

Suppose you had a chance to start a school. What are some of the things you would let children do? What would they *not* have to do? Tell about your idea for a school.

Who Was as Strong as a Bull?

by Allen Hunter

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Who Was as Strong as a Bull?

"He's as strong as a bull!" That's what people say about someone very strong.

Long ago there lived a man so strong that he could *lift* a bull! At least that's how the story goes. This man was named Hercules. There are many tales about him. He wrestled fierce beasts. He fought great battles. And he always won. But how did he become so strong?

As a child, Hercules had a pet calf. They played together. And the calf helped Hercules grow strong.

Each day Hercules would lift his calf in the air. At first the calf was small. It wasn't hard for a boy to lift. But day after day the calf grew. It got bigger. It got heavier. Yet each day Hercules would lift it. Hercules grew to be a young man. The calf was now a grown bull. And Hercules was still lifting it! He was now very, very strong. Lifting the animal had built up great muscles.

Of course, this is just a story. You musn't try to lift a bull! But you might practice with your dog—if it's quite small.

How Well Did You Read?

If you read the story carefully, you can pick the word that makes each sentence right. Write the word on your record page. Here are the words you will need:

grown played wrestled
heavier muscles

1 Some tales say that Hercules ____ fierce beasts.

2 When Hercules was a child, he and his pet calf ____ together.

3 Hercules kept lifting his calf as it got bigger and ____.

4 When the calf was a ____ bull, Hercules was still lifting it.

5 Hercules built up great ____ by lifting the bull.

Learn about Words

A The calf **got** bigger.

Look at the word in heavy type. Say it to yourself. Listen to the sound of *ot.* Then look at the letters in the box below. Add them to *ot* to make five new words. Write the words you make.

1 l	
2 n	
3 p	+ **ot**
4 sp	
5 tr	

B Look at the new words you have made. Decide which one belongs in each sentence below. Write the word.

6 Hercules' calf liked him a ____.

7 Whenever the calf saw Hercules, it would ____ over to him.

8 It stood in one ____ and waited for Hercules to lift it.

9 The calf did ____ mind being lifted by Hercules.

10 Hercules lifted the calf as easily as you might lift a ____ or pan.

C

gas	page
go	magic
gun	gym
glad	

All these words have the letter *g* in them. In the first group the *g* has the same sound you hear at the end of the word *big.* This is called the hard sound of *g.* In the second group the *g* has the sound of *j* in *jam.* This is called the soft sound of *g.* When *g* is followed by *a, o, u,* or a consonant, it usually has the hard sound. When it is followed by *e, i,* or *y,* it usually has the soft sound.

Directions: Notice that each word in heavy type has the letter *g* in it. If the *g* has the hard sound (like *g* in *big*), write "hard." If it has the soft sound (like *j*), write "soft."

11 Beth is at the **edge** of the pit.

12 That ship is **huge**!

13 Dad has a box of **figs**.

14 Do you like **fudge**?

15 We met at the **gate**.

D

lemon
(only one lemon)

lemons
(more than one lemon)

You put an *s* on the end of a word to make it mean more than one. Sometimes you add *es* instead.

dress lunch dish
(only one)

dresses lunches dishes
(more than one)

When a word ends in *s, ch,* or *sh,* you add *es* to make it mean more than one.

Directions: Make each word below mean more than one. Write it with *s* or *es* at the end.

16 brush

17 hand

18 boat

19 ditch

20 dress

Use Your Imagination

Suppose you were walking down the street and you met Hercules. What would he look like? How would he be dressed? Suppose you wanted to find out how strong Hercules really was. What would you have him do to test his strength? Tell about it.

TAN 10 Lab 1c

Smoke Jumpers

by Aylesa Forsee

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Smoke Jumpers

Smoke jumpers are men trained to fight forest fires. A plane takes them to a fire. But the plane can't land. The men jump down with parachutes.

Supplies come down by parachute too. The jumpers get sleeping bags, flashlights, and canned food. They get tools to fight the fire. There are saws, shovels, hoes, and axes.

The jumpers wear clothes that can't burn easily. They wear helmets and face masks.

Some jumpers chop down burning trees. Some dig trenches around the fire. Some clear away brush, logs, and trees. When the fire comes to a cleared place, it may stop.

The jumpers saw, chop, dig, and shovel. They work long hours. Smoke stings their eyes. The heat is hard to take. The work is dirty. And there's great danger.

Trees blow up like big firecrackers. Burning wood flies through the air. Sometimes the wind changes. The fire turns. Then the men are trapped.

Why do smoke jumpers take such risks? They don't want wild animals to lose their homes. They don't want trees to become black stumps. They care about our forests. Do you?

How Well Did You Read?

If you read the story carefully, you can pick the word that makes each sentence right. Write the word on your record page. Here are the words you will need:

trenches parachutes risks helmets supplies

1 The smoke jumpers jump from the plane with ____.

2 The ____ the men need also drop from the plane.

3 The men wear ____, face masks, and clothing that doesn't burn easily.

4 Some of the men dig ____ around the fire.

5 Smoke jumpers take many ____ because they care about our forests.

Learn about Words

A But the plane can't **land**.

Look at the word in heavy type. Say it to yourself. Listen to the sound of *and*. Then look at the letters in the box below. Add them to *and* to make five new words. Write the words you make.

1 b	
2 h	
3 s	+ **and**
4 br	
5 st	

B Look at the new words you have made. Decide which one belongs in each sentence below. Write the word.

6 A ____-new plane carried the men to the fire.

7 The ____ of smoke jumpers leaped from the plane near the fire.

8 In one place they had to ____ beside each other and fight the fire.

9 They threw buckets of ____ on the fire in some places.

10 One man burned his ____ badly and was sent to a hospital.

C

cat	**c**ent
cot	**c**ity
cut	**c**ycle
club	

All these words begin with the letter *c*. In the first group the *c* has the sound of *k*. This is called the hard sound of *c*. In the second group the *c* has the sound of *s*. This is called the soft sound of *c*. When *c* is followed by *a, o, u,* or a consonant, it usually has the hard sound. When it is followed by *e, i,* or *y,* it usually has the soft sound.

Directions: Notice that each word in heavy type has the letter *c* in it. If the *c* has the hard sound (like *k*), write *k*. If the *c* has the soft sound (like *s*), write *s*.

11 Do you want some **cake**?

12 Pat, take your **place** in line.

13 Dan ran in the **race**.

14 How **icy** it is!

15 Bill is in my **class**.

D

moonlight

The word *moonlight* means the light of the moon. *Moonlight* is a compound word. A compound word is made of two or more words that go together.

Directions: Notice the two words in heavy type. Make a compound word of the two words. Write the compound word.

16 The **cave** is a home for that **man**.

17 We **store** things in this **room**.

18 They use **cheese** in that **cake**.

19 We have **lunch** in this **room**.

20 The **work** is done by that **man**.

Use Your Imagination

Suppose you were a smoke jumper. What do you think it would be like to jump from a plane? How would it feel, floating down in a big chute? What would the ground look like as you slowly drifted toward the earth? Tell about it.

The Earth's Green Covering

by Winifred and Cecil Lubell

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Printed in the United States of America.

The Earth's Green Covering

Think of the grass, the earth's green covering.

Each spring the earth grows a clean, green coat to clothe the brown land. The green grass grows far and wide. It grows on sand dunes near the sea, in swamplands, and on mountains. It grows on lawns and in parks.

Of all the plants that grow on earth, the grasses are the most important. The grasses feed both man and beast. They feed the birds and insects, too. Without the grass, it would be hard for us to live.

The bread we eat is made of flour. The flour is made from seeds of wheat or rye. And both of these are grasses. So are rice, oats, and all our cereals. Our sugar comes from sugarcane. Sugarcane is a grass too.

The hay that cows and horses eat is grass. It's grass that's dried for winter food.

There are many different kinds of grass. And no matter where sheep or cattle graze, their food is grass. And they, in turn, are food for man.

That's why we say the grasses feed the world.

How Well Did You Read?

If you read the story carefully, you can pick the word that makes each sentence right. Write the word on your record page. Here are the words you will need:

cereals covering dunes graze plants

1 The grass is a green ____ for the earth.

2 Grass grows on sand ____, in swamplands, and on mountains.

3 The grasses are the most important ____ that grow on earth.

4 All of the ____ and the sugar we eat are grasses.

5 Where sheep and cattle ____, their food is grass.

Learn about Words

A Grass is the best of **all** plants.

Look at the word in heavy type. Say it to yourself. Listen to the sound of the word *all.* Then look at the letters in the box below. Add them to *all* to make five new words. Write the words you make.

1 b	
2 c	
3 f	+ **all**
4 t	
5 sm	

B Look at the new words you have made. Decide which one belongs in each sentence below. Write the word.

6 We ____ April a spring month.

7 In spring, birds sing and boys play ____.

8 In spring, rain will often ____ for several days.

9 Rain makes grass and plants grow ____.

10 And it makes very ____ seeds start to grow too.

C

gas	page
go	magic
gun	**g**ym
glad	

All these words have the letter *g* in them. In the first group the *g* has the same sound you hear at the end of the word *big*. This is called the hard sound of *g*. In the second group the *g* has the sound of *j* in *jam*. This is called the soft sound of *g*. When *g* is followed by *a, o, u,* or a consonant, it usually has the hard sound. When it is followed by *e, i,* or *y,* it usually has the soft sound.

Directions: Notice that each word in heavy type has the letter *g* in it. If the *g* has the hard sound (like *g* in *big*), write "hard." If it has the soft sound (like *j*), write "soft."

11 My, what a **huge** cat!

12 Will you put some ice in the **glass**?

13 What **page** are we on?

14 The name of my cat is **Gus**.

15 The boys like **gym** class.

D

lemon
(only one lemon)

lemons
(more than one lemon)

You put an *s* on the end of a word to make it mean more than one. Sometimes you add *es* instead.

dress lunch dish
(only one)

dresses lunches dishes
(more than one)

When a word ends in *s, ch,* or *sh,* you add *es* to make it mean more than one.

Directions: Make each word below mean more than one. Write it with *s* or *es* at the end.

16 witch

17 camp

18 boy

19 wish

20 club

Use Your Imagination

Imagine a world without any grasses. Try to think of all the ways your life would be different. Write about it.

SING SOMETHING

(a tale from India)

by Carl Withers

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Sing Something

Once a fool lost his way in going from one town to the next one. So he asked someone how to get there.

"Take this path up around the tree on the riverbank," he was told.

He came to the tree. And he started climbing it, up and up, and round and round. At last he came out on a bough which bent down low. He hung to the bough, clinging by his hands.

Soon a man on an elephant came by.

The fool said, "Great sir, take me down!"

The man reached up to lift the fool down. But as he did this, the elephant went on. And the man was left hanging to the fool's feet.

The fool said, "Great sir, sing out. The people will come and take us down. If you don't, we will fall in the river."

So the man sang. And he sang so well! The fool liked it so much that he let go of the bough to clap his hands.

And they both fell into the river.

How Well Did You Read?

If you read the story carefully, you can pick the word that makes each sentence right. Write the word on your record page. Here are the words you will need:

lift **path** **clap**
riverbank **bough**

1 The fool was told to follow the ____ around the tree.

2 When he came to the tree on the ____, he started climbing it.

3 He came out on a ____ that bent down low.

4 When the man reached up to ____ the fool down, the elephant went on.

5 When the fool let go to ____ his hands, he and the man fell into the river.

Learn about Words

A He wanted to **clap** his hands.

Look at the word in heavy type. Say it to yourself. Listen to the sound of *ap*. Then look at the letters in the box below. Add them to *ap* to make five new words. Write the words you make.

1 c	
2 l	
3 m	+ **ap**
4 n	
5 tr	

B Look at the new words you have made. Decide which one belongs in each sentence below. Write the word.

6 A fool walked toward town, wearing a new ____.

7 He followed the path shown on an old ____.

8 Before long, he got tired and took a ____.

9 He slept with his cap and his map in his ____.

10 But he woke up when a voice said, "I've got you in a ____."

C

hat	pet	bit	not	us
hate	Pete	bite	note	use

The words in the top row have short vowel sounds. The words in the bottom row have long vowel sounds. Notice how the vowel sound changes from short to long when an *e* is added at the end of each word.

Directions: Choose the word that makes sense in the sentence. Write that word.

11 **not**
note
She did ____ like the cap.

12 **hop**
hope
I ____ you can come for lunch.

13 **rip**
ripe
This lime is ____.

14 **tap**
tape
You can mend that rip with ____.

15 **kit**
kite
The ____ went up into the sky.

D

did not = **didn't**
he is = **he's**

Sometimes you can put two words together, leaving out one or more letters. Then you have one word, which is called a contraction. It will have an apostrophe (') where the letter or letters have been left out.

Directions: Write the contraction for each pair of words below.

16 it is

17 were not

18 should not

19 we are

20 she is

Use Your Imagination

Suppose the fool had not tried to clap his hands. Suppose he had kept hanging on to the bough, and no people came! How do you think the fool and his friend would get down from the tree? Tell about it.

Mongoose Madness

by Patricia Grauer

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Mongoose Madness

"Look, Joe! Come and see our mongoose!" Barry yelled.

"What's a mongoose?" Joe yelled back.

"Come and look," said Barry.

Joe went to look. Linda and Mrs. Krankle were looking too. They were looking at a small box. There was something furry and brown inside.

"A mongoose is an animal from India," Barry said. "It kills snakes. It's fast and dangerous."

"I hope it won't bite me," said Linda.

Just then something furry jumped out of the box.

Linda tried to run, but instead she stepped on Mrs. Krankle's foot.

Mrs. Krankle thought she'd been bitten by the mongoose. She screamed and waved her arms. She knocked her wig off.

Joe saw something brown and furry on the ground. He thought it was the mongoose. He grabbed it and threw it into the box.

Then Joe noticed that Mrs. Krankle didn't have any hair. "Where's your hair?" he asked.

"You put my hair in the mongoose box!" Mrs. Krankle cried angrily.

"Then where's the mongoose?" asked Linda.

"Here it is!" said Barry. He laughed and laughed. He was holding an old foxtail. It had been wired on a spring in the box.

"It's a trick," said Joe. He laughed too.

Just then Joe saw Ted.

"Look, Ted! Come and see our mongoose!" Joe yelled.

"What's a mongoose?" Ted yelled back.

How Well Did You Read?

1 Linda and Mrs. Krankle were looking at a
   a small box
   b large jar

2 They saw something
   a hairy and black
   b furry and brown

3 A mongoose is
   a slow and harmless
   b fast and dangerous

4 The mongoose was really
   a an old foxtail
   b Mrs. Krankle's wig

5 Joe called Ted to come and see
   a a small box
   b the mongoose

Learn about Words

A Often you can find out the meaning of a word by seeing how it is used in a story. The other words in the story give you clues.

Directions: Find the word in the story that best fits each meaning below. (A paragraph number tells you where to look.) Write the word.

1 covered with a coat of hair (4)
2 likely to cause harm; not safe (5)
3 covering of false hair for the head (9)
4 snatched; took quickly (10)
5 saw; discovered (11)

B A good way to learn words is to use them in sentences.

Directions: Find the word in the story that fits into each sentence best. (A paragraph number tells you where to look.) Write the word.

6 The largest ____ in our zoo is the elephant. (5)
7 Mary ____ when she saw the spider on her arm. (9)
8 Jim ____ a ball into the air. (10)
9 "Stop that, you bad boy!" Linda yelled ____. (12)
10 Joe tried to play a ____ on Jack, but it didn't work. (15)

C red shop lug sunny bubble
bread swap love money double

Sometimes the short sounds of *e, o,* and *u* are spelled in special ways. In each pair of rhyming words, the letters in heavy type are pronounced the same way. For example, the *e* in *red* and the *ea* in *bread* sound the same.

Directions: Listen to the vowel sound in the last word of each sentence. Choose the short vowel that sounds most like it. Write that letter on your record page.

11 Jan loves to eat honey. (**e**, **u**)

12 This toy is made of lead. (**e**, **o**)

13 Bill gave the boy a shove. (**u**, **e**)

14 Did you see that big swan? (**e**, **o**)

15 He hit John on the head. (**e**, **o**)

D

bag
(only one bag)

bags
(more than one bag)

You put an *s* on the end of a word to make it mean more than one. Sometimes you add *es* instead.

buzz dress fox
(only one)

buzzes dresses foxes
(more than one)

When a word ends with the sound of *s, z,* or *x,* you add *es* to make it mean more than one.

Directions: Make each word below mean more than one. Write it with *s* or *es* at the end.

16 glass

17 place

18 desk

19 loss

20 song

Use Your Imagination

Do you like the way this story ended? What happened when Joe tried to play the trick on Ted? Can you go on with the story and tell what Ted did about it?

What Is a Brand?

by William C. Wertz

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What Is a Brand?

1 Suppose you owned cattle. You'd live on a ranch. The man next door might own cattle too. You'd have a fence. But what if the cattle got loose? What if yours got mixed with his? How could you tell which were which? You could tie ribbons to their tails. But ribbons might fall off.

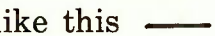
2 Cattlemen solve this problem by branding each animal on its side. A brand is a mark made with a red-hot iron. The iron burns the mark into the animal's hide. This hurts, but not for long. Cattle have tough hides.

3 Each ranch has a different brand. Some are made of letters, like *JK*. Sometimes the *J* and *K* are stuck together: .

4 A leaning letter is called tumbling. Here's the Tumbling T brand: .

5 A letter on its side is called lazy. This is the Lazy J brand: .

6 A curve like this makes a letter rock. Here's the Rocking R brand: .

7 A line like this  is a bar. Can you name this brand: ? Right! It's the Bar BQ.

8 Little wings make a brand fly. Here's the Flying W brand: . Little feet make them walk: . That's the Walking Y brand.

9 A brand can be any sign—not just letters. Here's the brand of a man who lost his girl friend: . What would you pick for your brand?

How Well Did You Read?

1 If you owned cattle, you would probably live on
   a a ranch
   b an island

2 Cattlemen tell their cattle from someone else's cattle by the
   a ribbons on their tails
   b brands on their sides

3 A brand is made with a
   a red-hot iron
   b sharp pencil

4 A letter that lies on its side is called
   a lazy
   b leaning

5 A letter Y with little feet would be the
   a Running Bar Y brand
   b Walking Y brand

Learn about Words

A Often you can find out the meaning of a word by seeing how it is used in a story. The other words in the story give you clues.

Directions: Find the word in the story that best fits each meaning below. (A paragraph number tells you where to look.) Write the word.

1 bulls, cows, steers (1)
2 find the answer to; clear up (2)
3 burning a mark on (2)
4 falling down; stumbling (4)
5 choose; select (9)

B A good way to learn words is to use them in sentences.

Directions: Find the word in the story that fits into each sentence best. (A paragraph number tells you where to look.) Write the word.

6 Mary put two beautiful ____ in her hair. (1)
7 We can't read the ____ on the sign from here. (3)
8 Mona was so ____ she wouldn't get up in the morning. (5)
9 In the mountains, the roads began to ____ upward. (6)
10 We took a short ____ in the park yesterday. (8)

C l**a**te St**e**ve b**i**te r**u**le bl**u**e
w**eigh**t bel**ie**ve t**igh**t p**oo**l fl**ew**

Sometimes the long sounds of *a, e, i,* and *u* are spelled in special ways. In each pair of rhyming words, the letters in heavy type are pronounced the same way. For example, the *a* in *late* and the *eigh* in *weight* sound the same.

Directions: Listen to the vowel sound in the last word of each sentence. Choose the long vowel that sounds most like it. Write that letter on your record page.

11 The clock struck eight. (**u**, **a**)

12 The dogs got into a fight. (**i**, **u**)

13 The ship had a fine crew. (**u**, **a**)

14 Is the milk cool? (**e**, **u**)

15 Is the tall man the chief? (**i**, **e**)

D the man**'s** tent Bess**'s** doll

The tent belongs to the man. The doll belongs to Bess. You add *'s* to a word to show that it owns something. The mark (') is an apostrophe.

the pigs**'** pen the Smiths**'** home

The words *pigs* and *Smiths* end in an *s* because there is more than one pig and more than one Smith. So you just add an apostrophe (') to show that they own something.

Directions: Write the word that belongs in each blank space. It will end with *'s* or *s'*.

16 This cat belongs to Tim. This is ____ cat.

17 Ed owns this red sled. This red sled is ____.

18 Agnes has a big dog. This is ____ big dog.

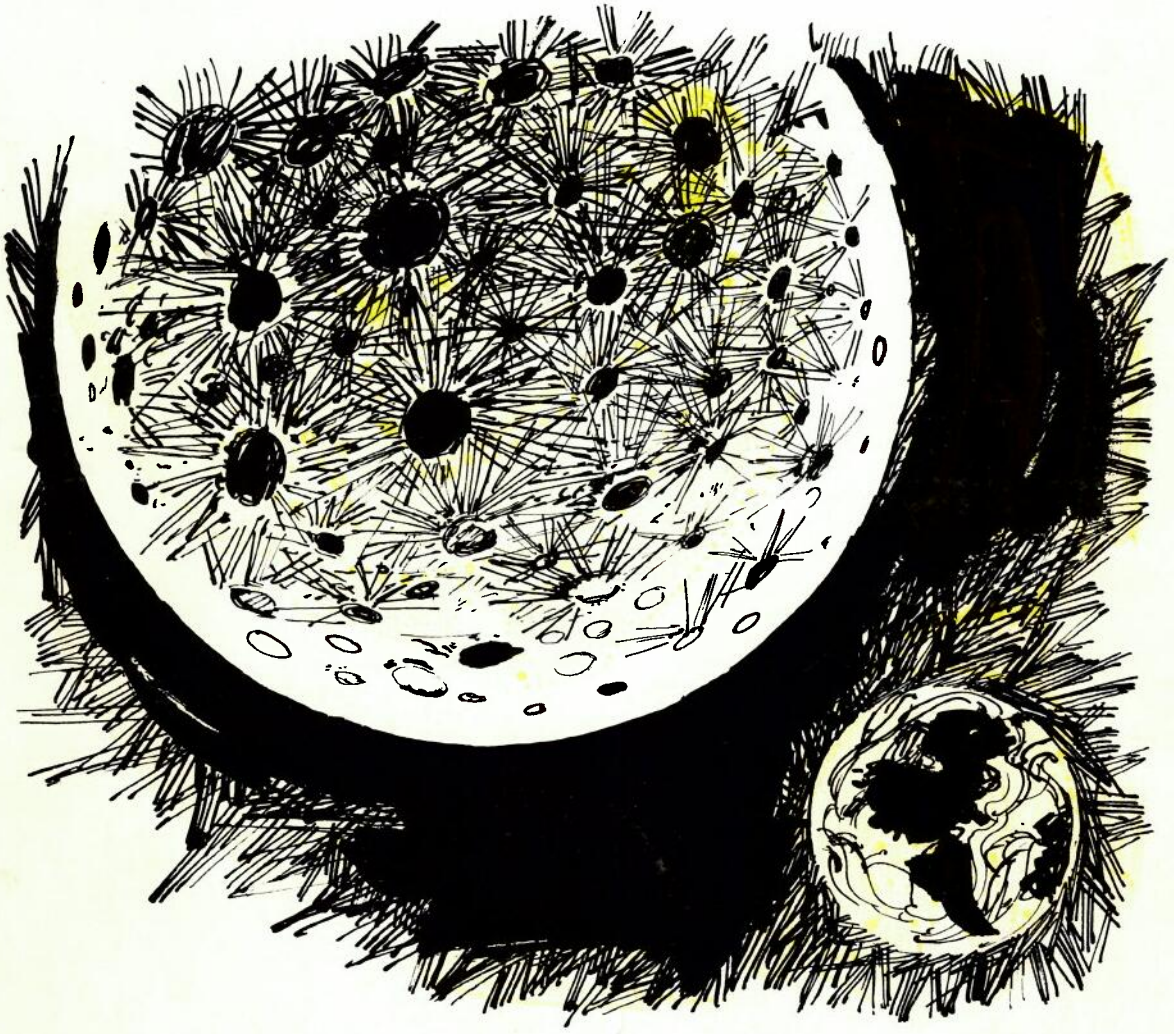
19 The two girls own this bike. This is the ____ bike.

20 This toy bus belongs to Sam. This is ____ toy bus.

Use Your Imagination

Suppose you lived on a ranch and you had lots of cattle. What would your own special brand be? Draw a picture of your brand and tell why you chose it.

The Other Side of the Moon



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Printed in the United States of America.

The Other Side of the Moon

1 Did you know that the same side of the moon faces the earth all the time?

2 For years and years people looked up at the moon and saw just that one side. It seemed that the other side would always be a secret. But not very long ago, things changed.

3 People knew a lot about the side of the moon they could see. They knew it had no air. Or water. Or plant life. It had tall mountains and flat places called seas. It had lots of dents called craters. These were made by huge rocks. The rocks whizzed in from space and smashed into the moon. Some craters were miles wide. They had walls as tall as tall buildings.

4 But what of the moon's other side? What was it like?

5 In 1959 a Russian spaceship went around the moon. There were no men in the spaceship. But there were cameras that took pictures of the other side of the moon. Later, other spaceships took more pictures.

6 We saw that the other side of the moon is much like the side we see all the time. But it has more craters. It has fewer flat spaces.

7 So now you know what people who lived before 1959 didn't know. You know what's on both sides of the moon!

How Well Did You Read?

1 The same side of the moon always faces the
   a sun
   b earth

2 Before 1959, people knew a lot about the side of the moon that they
   a could see
   b couldn't see

3 The side of the moon we can see has
   a air, water, and plants
   b mountains, seas, and craters

4 In 1959 a Russian spaceship went around the moon and
   a landed men on the moon
   b took pictures of the moon

5 The other side of the moon is
   a very much like the side we see
   b not at all like the side we see

Learn about Words

A Often you can find out the meaning of a word by seeing how it is used in a story. The other words in the story give you clues.

Directions: Find the word in the story that best fits each meaning below. (A paragraph number tells you where to look.) Write the word.

1 is turned toward (1)
2 became different (2)
3 moved quickly; rushed (3)
4 hit hard; crashed (3)
5 machines for taking pictures (5)

B A good way to learn words is to use them in sentences.

Directions: Find the word in the story that fits into each sentence best. (A paragraph number tells you where to look.) Write the word.

6 The ____ is bright tonight. (1)
7 Joe had a ____ that he wouldn't tell anyone. (2)
8 The valley lay between two huge ____. (3)
9 Joe couldn't wait to take ____ with his new camera. (5)
10 Amy ____ in a new house on Bay Street. (7)

C tall caught bought

All these words have the same vowel sound, but the sound is shown with different letters in each word. The same vowel sound can be spelled in different ways.

Directions: If the word in heavy type has the same vowel sound as the words above, write "yes." If it does not, write "no."

11 I **thought** Jill did well.

12 The dog ought to have a **bone**.

13 His daughter wants a blue **wall**.

14 He **taught** in the new school.

15 I lost a **front** tooth.

D mustn't = must not
you're = you are

Sometimes one word stands for two words, with one or more letters left out. An apostrophe (') stands for the letter or letters that have been left out. Such a word is a contraction.

Directions: Each word below is a contraction. Write the two words that each contraction stands for.

16 couldn't

17 you've

18 haven't

19 you're

20 we're

Use Your Imagination

Suppose you had been on that first spaceship to go around the moon in 1959. Would you have landed on the moon? What would you have done on that trip?

Chocolate Soup?

by Norah Smaridge

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Chocolate Soup?

1 You like chocolate, of course. Most people do. But some people eat it in funny ways. Did you ever eat chocolate soup? Children in Denmark do. They have it for breakfast. For lunch they make chocolate sandwiches with black bread.

2 When you come home from school, do you want cake and milk? Children in France don't. They nibble chocolate and dry bread.

3 How about some chocolate in your gravy? No, thank you? Mexican children love it. On Sundays their mothers cook pork. They serve rich gravy with it. It is made of chocolate, apples, and spices.

4 The first men to go into space from the United States took "space chocolate" with them. It was frozen in plastic bags. It looked like bars of chocolate pudding. The men squirted water into the bags. They squeezed the chocolate to make it soft.

5 They took "space brownies" with them too. They ate them in one bite. That may be bad manners. But it kept crumbs from flying about in the spacecraft.

6 Would you like a nice glass of medicine? No? Long ago, doctors gave people chocolate as medicine. "Are you weak?" they asked. "This will make you strong."

7 Now *there's* a medicine that wouldn't be hard to take! Don't you agree?

How Well Did You Read?

1 In Denmark, some children eat
   a bacon and eggs for breakfast
   b chocolate soup for breakfast

2 French children like to eat
   a chocolate and dry bread
   b chocolate cake and milk

3 In Mexico, children eat roast pork and a gravy made of
   a bread, pork, and salt
   b chocolate, apples, and spices

4 The men who went into space ate "space brownies" in one bite because they
   a didn't want the crumbs to fly around
   b had bad manners

5 Long ago, doctors used to give people chocolate to
   a make them strong
   b give them a sweet tooth

Learn about Words

A Often you can find out the meaning of a word by seeing how it is used in a story. The other words in the story give you clues.

Directions: Find the word in the story that best fits each meaning below. (A paragraph number tells you where to look.) Write the word.

1 eat in small bites; bite gently or lightly (2)
2 sauce used on meat (3)
3 made hard by cold; hardened into ice (4)
4 small pieces (5)
5 ship used for space travel (5)

B A good way to learn words is to use them in sentences.

Directions: Find the word in the story that fits into each sentence best. (A paragraph number tells you where to look.) Write the word.

6 Jane ate a ____ bar. (1)
7 Bill put his lunch into a ____ bag. (4)
8 Joe ____ the package to try to find out what was in it. (4)
9 The children next door have good ____. (5)
10 The doctor gave Bill some ____ to make him well. (6)

C **red** **shop** **lug** **sunny** **bubble**
bread **swap** **love** **money** **double**

Sometimes the short sounds of *e, o,* and *u* are spelled in special ways. In each pair of rhyming words, the letters in heavy type are pronounced the same way. For example, the *e* in *red* and the *ea* in *bread* sound the same.

Directions: Listen to the vowel sound in the last word of each sentence. Choose the short vowel that sounds most like it. Write that letter on your record page.

11 Do you like monkeys? (**u**, **e**)

12 Ed gave the bike a shove. (**e**, **u**)

13 Who gave that fly a swat? (**o**, **e**)

14 This doll has no head. (**o**, **e**)

15 Glen is in trouble. (**u**, **e**)

D bag
(only one bag)

bags
(more than one bag)

You put an *s* on the end of a word to make it mean more than one. Sometimes you add *es* instead.

buzz dress fox
(only one)

buzzes dresses foxes
(more than one)

When a word ends with the sound of *s, z,* or *x,* you add *es* to make it mean more than one.

Directions: Make each word below mean more than one. Write it with *s* or *es* at the end.

16 rock

17 boss

18 brush

19 quiz

20 box

Use Your Imagination
Suppose you could eat nothing but chocolate. Would you like that? Tell a story about a boy or girl who eats nothing but chocolate.

Jim's Knife

by John Savage

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Jim's Knife

Jim had a pocketknife. It was little and not very sharp, but he liked it.

One day Jim saw Dave. Dave was reading a joke book that Jim wanted.

He showed Dave his knife. "Want to swap?"

"O.K.," Dave said, giving Jim the joke book. Dave took the knife and went away.

Jim started reading. He missed his knife, but he enjoyed the book. He laughed and laughed at the jokes.

Along came Betty, carrying a kite. "What book is that?" asked Betty.

"Jokes."

"Any good?"

"You bet!"

Betty held out her kite. "Swap?"

It was a good kite. Jim could see that. He said, "O.K.," and took it. Betty went away with the book.

Jim flew the kite. It was a nice kite, but he still missed his knife. He felt funny without it.

Along came Ed with a turtle. "I'll swap you my turtle for your kite," said Ed.

Jim didn't want a turtle, but he knew who did.

After swapping the kite, Jim went and found Dave. "I got you a turtle," Jim said.

"What's it worth?" Dave asked.

"It's worth at least a knife."

Dave took the turtle and gave Jim his knife back.

Jim walked away, feeling good. His knife was in his pocket. It was little and not very sharp, but he liked it.

How Well Did You Read?

1 Jim liked his pocketknife even though it was
   a big and not shiny
   b little and not sharp

2 The *first* thing that Jim swapped his knife for was a
   a joke book
   b turtle

3 After Jim got the kite, he still
   a wanted a ball
   b missed his knife

4 Ed wanted Jim to swap his kite for a
   a turtle
   b joke book

5 After Jim got his knife back from Dave, he
   a felt good about it
   b wanted to swap it

Learn about Words

A Often you can find out the meaning of a word by seeing how it is used in a story. The other words in the story give you clues.

Directions: Find the word in the story that best fits each meaning below. (A paragraph number tells you where to look.) Write the word.

1 trade; exchange (3)
2 wanted; was sorry he did not have (5)
3 liked (5)
4 funny stories (5)
5 strange; odd (12)

B A good way to learn words is to use them in sentences.

Directions: Find the word in the story that fits into each sentence best. (A paragraph number tells you where to look.) Write the word.

6 The knife was so ____ he was afraid he would cut himself. (1)
7 Eric took his ____ and flew it. (6)
8 Janet reads a ____ a week. (11)
9 If you go to the zoo, you can see a giant ____. (13)
10 Jo put the coins in her ____. (19)

C late Steve bite rule blue
weight believe tight pool flew

Sometimes the long sounds of *a, e, i,* and *u* are spelled in special ways. In each pair of rhyming words, the letters in heavy type are pronounced the same way. For example, the *a* in *late* and the *eigh* in *weight* sound the same.

Directions: Listen to the vowel sound in the last word of each sentence. Choose the long vowel that sounds most like it. Write that letter on your record page.

11 Don't turn off the light. (**u**, **i**)

12 I have a loose tooth. (**u**, **e**)

13 Give me some stew. (**i**, **u**)

14 The boys play in the field. (**e**, **o**)

15 They are our neighbors. (**u**, **a**)

D the man**'s** tent Bess**'s** doll

The tent belongs to the man. The doll belongs to Bess. You add *'s* to a word to show that it owns something. The mark (') is an apostrophe.

the pigs**'** pen the Smiths**'** home

The words *pigs* and *Smiths* end in an *s* because there is more than one pig and more than one Smith. So you just add an apostrophe (') to show that they own something.

Directions: Write the word that belongs in each blank space. It will end with *'s* or *s'*.

16 Bill has a new coat. This is ____ new coat.

17 Ken has new black gloves. These black gloves are ____.

18 This toy dog belongs to the cat. This toy dog is the ____.

19 The dogs have a new home. This is the ____ new home.

20 This place belongs to the chiefs. This is the ____ place.

Use Your Imagination

This story could go on and on. What did Jim do after he got his knife back? Did he swap it again? Can you go on with Jim's story and give it a new ending?

QUIZ

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Quiz

1 A man named Jim Daly used to brag and brag. But people never believed him. So Jim Daly thought to himself, I'll fix them.

2 One day he said to a friend, "I'll bet I can just make up a word, and next day the whole town will be using it."

3 "I'll bet you can't!" his friend said.

4 But Jim Daly meant it. First he made up a word. He felt sure no one had ever heard this word before. Then he hired all the boys he could find. He gave each boy a piece of chalk. Then he sent them off to write his made-up word on every fence, post, door, house, and barn in town.

5 Jim Daly hardly slept a wink that night. The next day, just as he had said, his new word was the talk of the town. What was the word? *Quiz.* Jim Daly had won his bet.

6 Some people say that this happened in Dublin, Ireland, long ago.

7 People first used the word *quiz* to mean "a trick." And if you *quizzed* someone, you were trying to find out whether something was a trick or a joke. Today, *to quiz* means "to ask questions." And when children in school have a quiz, that means they have to give answers to questions.

8 And that's no joke.

How Well Did You Read?

1 Jim Daly bet that he could get the whole town to
   a use a word that he made up
   b learn how to write *quiz*

2 He hired boys to
   a shout the word all over town
   b write the word all over town

3 Jim Daly won his bet because people
   a forgot the word
   b talked about the word

4 Some say that this happened in
   a Dublin, Ireland
   b London, England

5 Today, when children in school have a quiz, they have to
   a find out if something is a trick
   b give answers to questions

Learn about Words

A Often you can find out the meaning of a word by seeing how it is used in a story. The other words in the story give you clues.

Directions: Find the word in the story that best fits each meaning below. (A paragraph number tells you where to look.) Write the word.

1 boast; praise oneself (1)
2 employed; paid for working (4)
3 soft stone for writing on blackboards and other surfaces (4)
4 occurred; took place (6)
5 prank; joke (7)

B A good way to learn words is to use them in sentences.

Directions: Find the word in the story that fits into each sentence best. (A paragraph number tells you where to look.) Write the word.

6 Sam and his best ____ went swimming in the pond. (2)
7 "I'll ____ you can't climb that tree," said Mary. (3)
8 Mona lives in the big ____ across the street from school. (4)
9 We listened to a ____ on how to make kites. (5)
10 Erin goes to ____ early in the morning. (7)

C tall caught bought

All these words have the same vowel sound, but the sound is shown with different letters in each word. The same vowel sound can be spelled in different ways.

Directions: If the word in heavy type has the same vowel sound as the words above, write "yes." If it does not, write "no."

11 How much **does** this bike cost?

12 Pam **thought** I was late.

13 Ned caught the **ball**.

14 He is a **proud** boy.

15 Light makes plants **grow** tall.

D

mustn't = must not
you're = you are

Sometimes one word stands for two words, with one or more letters left out. An apostrophe (') stands for the letter or letters that have been left out. Such a word is a contraction.

Directions: Each word below is a contraction. Write the two words that each contraction stands for.

16 hadn't

17 I've

18 aren't

19 we've

20 I'm

Use Your Imagination

Do you think Jim Daly's trick would work again? If you put up signs everywhere saying FLUMP, would people start using the word? Tell what you think would happen. What would the word mean?

Sarah and the Puzzles

by Joan Bazar

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Sarah and the Puzzles

1 Sarah is a monkey. She lives in a lab. The lab is a place where men and women study monkeys and other animals. They study the animals to find out how they learn.

2 One day a man put a puzzle in Sarah's cage. Sarah had to take the puzzle apart. Each time she did it right, the man gave her a slice of banana. That was her reward.

3 Sarah didn't eat the banana slices. She just put them in a pile.

4 The man made the puzzle harder. But Sarah soon learned how to take it apart.

5 Then the man ran out of bananas. What now? What if he didn't give Sarah a reward? Would she keep on doing puzzles?

6 Sarah looked at him. She waited. The man gave her the next puzzle. Sarah took it apart. Then she picked up a slice of banana. She put it outside the cage for the man!

7 And so it went. The man would give Sarah a puzzle. And she would give back a banana slice. She kept on until she had returned all the bananas.

8 Sarah learned many new puzzles that day. And the man learned something too. He learned that some monkeys don't work puzzles only to get food. They do puzzles for the fun of it—just like you and me!

How Well Did You Read?

1 Sarah the monkey lives in a
   a zoo
   b lab

2 The reward that Sarah got for doing a puzzle was a
   a banana slice
   b peanut

3 After Sarah got her rewards, she
   a ate them
   b put them in a pile

4 When the man ran out of banana slices, Sarah gave him one each time
   a she worked a puzzle right
   b he gave her a new puzzle

5 The man learned that Sarah worked puzzles for
   a fun
   b food

Learn about Words

A Often you can find out the meaning of a word by seeing how it is used in a story. The other words in the story give you clues.

Directions: Find the word in the story that best fits each meaning below. (A paragraph number tells you where to look.) Write the word.

1 a toy or game that can be taken apart and put together (2)
2 thin, flat piece (2)
3 payment; payment for doing something (2)
4 box or room with wire or bars on the sides (6)
5 given back; put back (7)

B A good way to learn words is to use them in sentences.

Directions: Find the word in the story that fits into each sentence best. (A paragraph number tells you where to look.) Write the word.

6 Ann had to ____ hard in school this year. (1)
7 Peel the ____ for the monkey. (2)
8 They had to take the bike ____ to repair it. (4)
9 That question was hard, but the ____ one will be harder. (6)
10 We went to the market to buy ____ for the party. (8)

C red shop lug sunny bubble
bread swap love money double

Sometimes the short sounds of *e, o,* and *u* are spelled in special ways. In each pair of rhyming words, the letters in heavy type are pronounced the same way. For example, the *e* in *red* and the *ea* in *bread* sound the same.

Directions: Listen to the vowel sound in the last word of each sentence. Choose the short vowel that sounds most like it. Write that letter on your record page.

11 Ted lives in the country. (**e**, **u**)

12 Put this hat on your head. (**e**, **o**)

13 That is not my glove. (**u**, **e**)

14 What books has he read? (**o**, **e**)

15 Where is the black swan? (**o**, **e**)

D bag
(only one bag)

bags
(more than one bag)

You put an *s* on the end of a word to make it mean more than one. Sometimes you add *es* instead.

buzz dress fox
(only one)

buzzes dresses foxes
(more than one)

When a word ends with the sound of *s, z,* or *x,* you add *es* to make it mean more than one.

Directions: Make each word below mean more than one. Write it with *s* or *es* at the end.

16 loss

17 pond

18 gull

19 glass

20 cup

Use Your Imagination
Sarah learned to do all the puzzles that the man gave her. What kind of puzzles do you like to do? Make up a puzzle for Sarah that you think she couldn't do. Draw a picture of it.

The Tendon of Achilles

by John Savage

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The Tendon of Achilles

1 Look at the back of your ankle. Look just above the heel. You have a big tendon there. It is like a strong cord, or rope. It connects your heel bone to your calf muscles. These are at the back of your leg. The name of this tendon comes from ancient Greece. It comes from the story of a man named Achilles.

2 When Achilles was a baby, his mother wanted to keep him safe from harm. She took him to a magic river called the Styx. She dipped him into its water.

3 She knew that Achilles could not be hurt where the water of this river touched him. No harm would come to him all through his life. She dipped Achilles into the river headfirst. But she held him by one heel. And that heel stayed dry.

4 Achilles grew up. He became a great warrior. Nothing could hurt him. The magic river had touched him. Well, *most* of him.

5 Then there was a war. A soldier named Paris shot an arrow at Achilles. It hit Achilles in the heel. It was the heel that hadn't been touched by the river Styx. So Achilles died of the wound.

6 This is just an old myth. But the tendon of the heel has been called the Achilles tendon for hundreds of years.

How Well Did You Read?

1 You have a big tendon at the back of your
   a ankle
   b arm

2 The name *Achilles tendon* came from
   a modern Rome
   b ancient Greece

3 Achilles' mother dipped him in the magic river so that he would be
   a safe from harm
   b clean and wet

4 Achilles was shot and killed by
   a a soldier named Paris
   b one of his own men

5 The story of Achilles is
   a a true story
   b an old myth

Learn about Words

A Often you can find out the meaning of a word by seeing how it is used in a story. The other words in the story give you clues.

Directions: Find the word in the story that best fits each meaning below. (A paragraph number tells you where to look.) Write the word.

1 joins; fastens (1)
2 old-time; of long ago (1)
3 fighting man (4)
4 injury; bodily hurt (5)
5 made-up story; legend (6)

B A good way to learn words is to use them in sentences.

Directions: Find the word in the story that fits into each sentence best. (A paragraph number tells you where to look.) Write the word.

6 Lana enjoyed reading the ____ of Achilles. (1)
7 A magician does ____ tricks. (2)
8 Don't drink the river ____. (3)
9 All his ____ Jim had wanted to write a book. (3)
10 Everyone was glad when the ____ was over. (5)

C late Steve bite rule blue
weight believe tight pool flew

Sometimes the long sounds of *a, e, i,* and *u* are spelled in special ways. In each pair of rhyming words, the letters in heavy type are pronounced the same way. For example, the *a* in *late* and the *eigh* in *weight* sound the same.

Directions: Listen to the vowel sound in the last word of each sentence. Choose the long vowel that sounds most like it. Write that letter on your record page.

11 Did you ship the freight? (**o**, **a**)

12 Who is your niece? (**e**, **a**)

13 We stayed here last night. (**a**, **i**)

14 I cut red thread from that spool. (**u**, **e**)

15 Is Jan's dress new? (**a**, **u**)

D the man's tent Bess's doll

The tent belongs to the man. The doll belongs to Bess. You add *'s* to a word to show that it owns something. The mark (') is an apostrophe.

the pigs' pen the Smiths' home

The words *pigs* and *Smiths* end in an *s* because there is more than one pig and more than one Smith. So you just add an apostrophe (') to show that they own something.

Directions: Write the word that belongs in each blank space. It will end with *'s* or *s'*.

16 These dresses belong to the girls. These are the ____ dresses.

17 Jim owns these skates. These skates are ____.

18 The Coles own this desk. This big desk is the ____.

19 These red socks belong to Bill. These are ____ red socks.

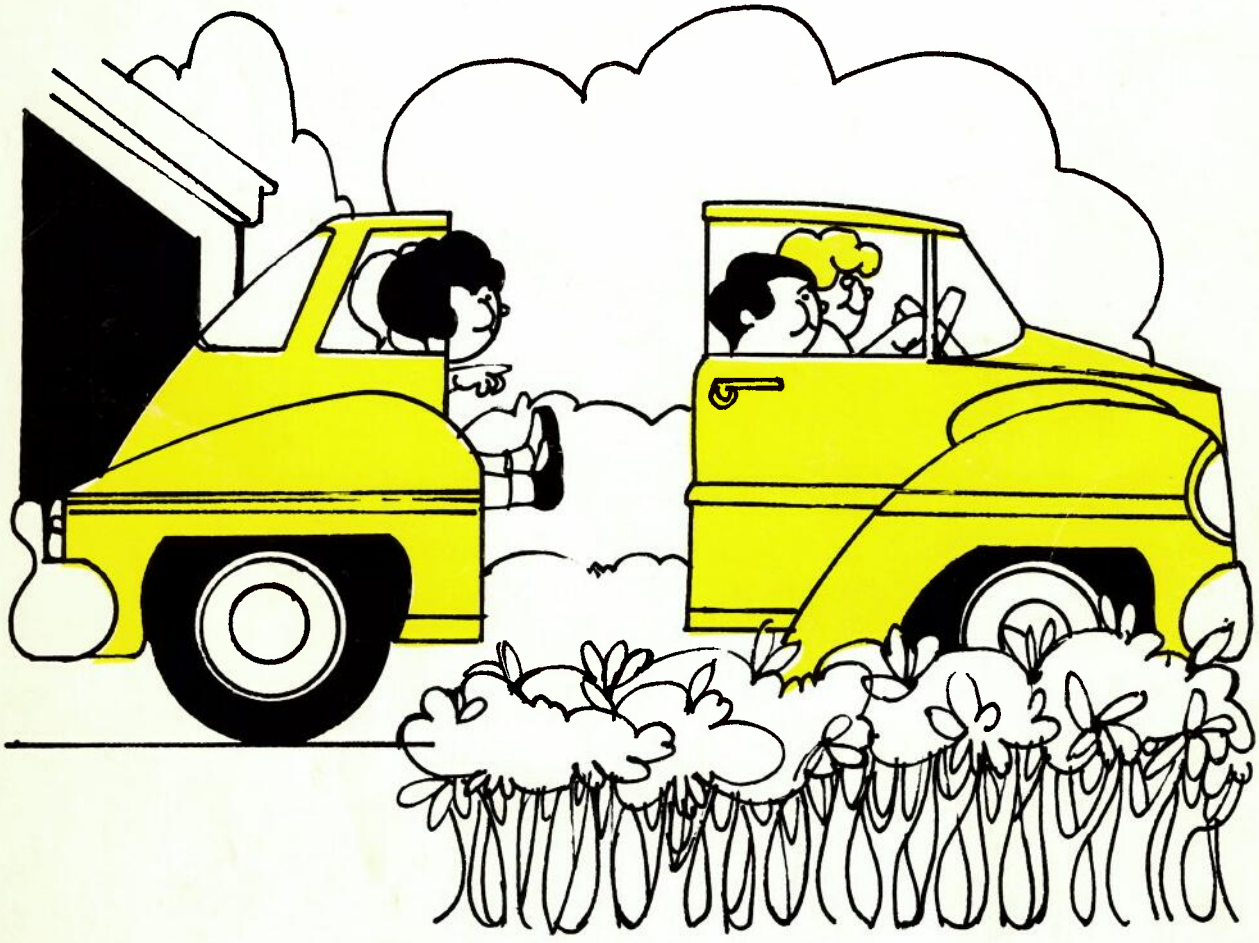
20 This cage is for the foxes. This is the ____ cage.

Use Your Imagination

Do you like tales of magic and adventure? Make up one of your own. Imagine that you can't be hurt. Or that you are invisible. Tell what you do.

Saved by Gum

by Beth Woolley



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Saved by Gum

"Time to go!" called mother.

Bill, Sally, and Joe got into the car.

"Let *me* sit there," said Joe.

"No," said Bill. "I got here first."

"What's the matter?" asked mother.

Bill said, "We all want to sit in front. No one wants to sit in the back seat."

Mother said, "Do you think only the front will get to school?"

"Oh, mother! That's silly."

Mother started the car. It was an old car that shook and snorted. Something went *crr-ack!*

Mother was busy driving, so she didn't hear that sound. She didn't see the car break in half.

She stopped the car at school. "Here we are."

"Yes," said Bill. "You and I are here, but Sally and Joe are not. Half the car broke off. It's still at home."

They drove home. There was the back of the car. Sally and Joe were inside it.

"Whatever can we do? If I take one of you at a time, the others will be late," said mother.

"I have an idea," said Sally. "Everyone chew some gum. Then we can *gum* the car back together."

"Good idea!" said everyone.

They all began to chew. Then they put gum on the crack. The car stayed together. They got to school just as the bell rang.

How Well Did You Read?

1 When Bill, Sally, and Joe got into the car, they all wanted to
   a drive the car
   b sit in front

2 When mother drove away, the car
   a jerked and rattled
   b broke in half

3 When mother and Bill drove home, they found
   a the back of the car
   b an empty driveway

4 They put the car together with
   a glue
   b gum

5 The car stayed together, and they got to school just as the
   a bell rang
   b school closed

Learn about Words

A Often you can find out the meaning of a word by seeing how it is used in a story. The other words in the story give you clues.

Directions: Find the word in the story that best fits each meaning below. (A paragraph number tells you where to look.) Write the word.

1 made a loud, harsh sound (9)
2 steering; running the car (10)
3 crack; come apart (10)
4 bite or crush with the teeth (17)
5 broken part (17)

B A good way to learn words is to use them in sentences.

Directions: Find the word in the story that fits into each sentence best. (A paragraph number tells you where to look.) Write the word.

6 Bob came when his ____ called him. (1)
7 We both sat in the ____ of the car. (7)
8 "Don't be ____," said Jean. (8)
9 Jim has to go ____ at eight o'clock. (12)
10 Do you always get to ____ on time? (17)

C tall **caught** **bought**

All these words have the same vowel sound, but the sound is shown with different letters in each word. The same vowel sound can be spelled in different ways.

Directions: If the word in heavy type has the same vowel sound as the words above, write "yes." If it does not, write "no."

11 Tim **fought** with Fred.

12 Did the girl **call** her dog?

13 I caught a **cold** last night.

14 I lost the **stamp** you gave me.

15 Toss me that **ball**.

D mustn't = must not
you're = you are

Sometimes one word stands for two words, with one or more letters left out. An apostrophe (') stands for the letter or letters that have been left out. Such a word is a contraction.

Directions: Each word below is a contraction. Write the two words that each contraction stands for.

16 isn't

17 you've

18 doesn't

19 they're

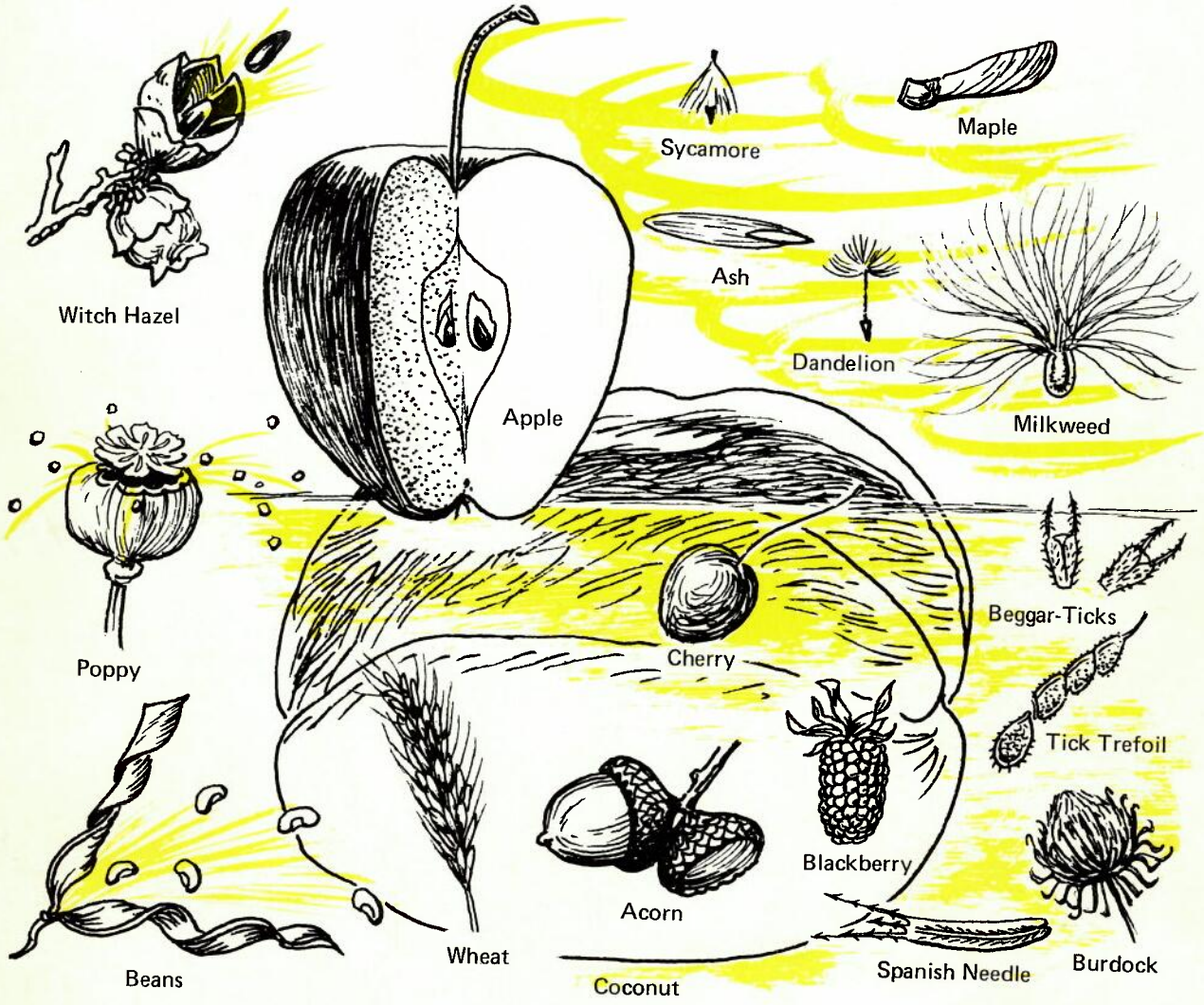
20 don't

Use Your Imagination

This story could go on. What happened to the car after they all got to school? Tell about it.

How Do Seeds Travel?

by Rosalie Koskimaki



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How Do Seeds Travel?

1 Plants have roots, leaves, and flowers. They have seeds, too. New plants grow from seeds.

2 Some seeds fall on the ground. New plants grow next to the old plants. When plants grow this way, they are crowded and some die. But most plants spread their seeds around. These seeds grow in new places.

3 Some plant seeds have little wings. When the wind blows, they glide away. Soon they fall to the ground. New plants grow there.

4 Some plants dry up. The wind pulls them from the ground, but they are too big to fly. They tumble along the ground, dropping off their seeds.

5 *Pop!* Some plants throw their seeds. When these plants are full of seeds, they break open. The seeds pop out.

6 Other plants grow near the water. Their seeds drop into the water. They float away. They may travel many miles before they stop.

7 Stickers on some seeds help them to travel far. These seeds wait for an animal to walk by. Then they stick onto its fur. These seeds get a free ride. Sometimes it's a long one.

8 Birds carry some plant seeds to new places too.

9 Wind, water, and animals help to spread seeds around. Some seeds end up miles away from where they started.

10 Seeds can't walk. They can't run. But they *can* travel!

How Well Did You Read?

1 New plants grow from
- **a** flowers
- **b** seeds

2 When new plants grow next to old ones, they
- **a** become crowded and some die
- **b** support each other and grow tall

3 Most plants have ways of
- **a** tumbling along the ground
- **b** spreading their seeds around

4 Some seeds spread to new places by
- **a** floating on water
- **b** growing underground

5 Seeds can travel with the help of
- **a** forests, hills, and valleys
- **b** wind, water, and animals

Learn about Words

A Often you can find out the meaning of a word by seeing how it is used in a story. The other words in the story give you clues.

Directions: Find the word in the story that best fits each meaning below. (A paragraph number tells you where to look.) Write the word.

1 plant parts that grow under the ground (1)
2 too close together (2)
3 roll over and over (4)
4 soft coat of hair; animal hair (7)
5 go from one place to another (10)

B A good way to learn words is to use them in sentences.

Directions: Find the word in the story that fits into each sentence best. (A paragraph number tells you where to look.) Write the word.

6 Gina planted flower ____ in the garden. (1)
7 The hawk spread its ____ and flew away. (3)
8 We'll fly kites if there's a good ____. (4)
9 That town is many ____ from here. (6)
10 We all went for a horseback ____ today. (7)

C **red** **shop** **lug** **sunny** **bubble**
bread **swap** **love** **money** **double**

Sometimes the short sounds of *e, o,* and *u* are spelled in special ways. In each pair of rhyming words, the letters in heavy type are pronounced the same way. For example, the *e* in *red* and the *ea* in *bread* sound the same.

Directions: Listen to the vowel sound in the last word of each sentence. Choose the short vowel that sounds most like it. Write that letter on your record page.

11 This jam will not spread. (**u**, **e**)

12 Bill hit a big wasp. (**o**, **u**)

13 Is the cake in the oven? (**e**, **u**)

14 We went to Australia last month. (**u**, **e**)

15 Is Steve very young? (**u**, **e**)

D bag
(only one bag)

bags
(more than one bag)

You put an *s* on the end of a word to make it mean more than one. Sometimes you add *es* instead.

buzz dress fox
(only one)

buzzes dresses foxes
(more than one)

When a word ends with the sound of *s, z,* or *x,* you add *es* to make it mean more than one.

Directions: Make each word below mean more than one. Write it with *s* or *es* at the end.

16 box

17 bell

18 cross

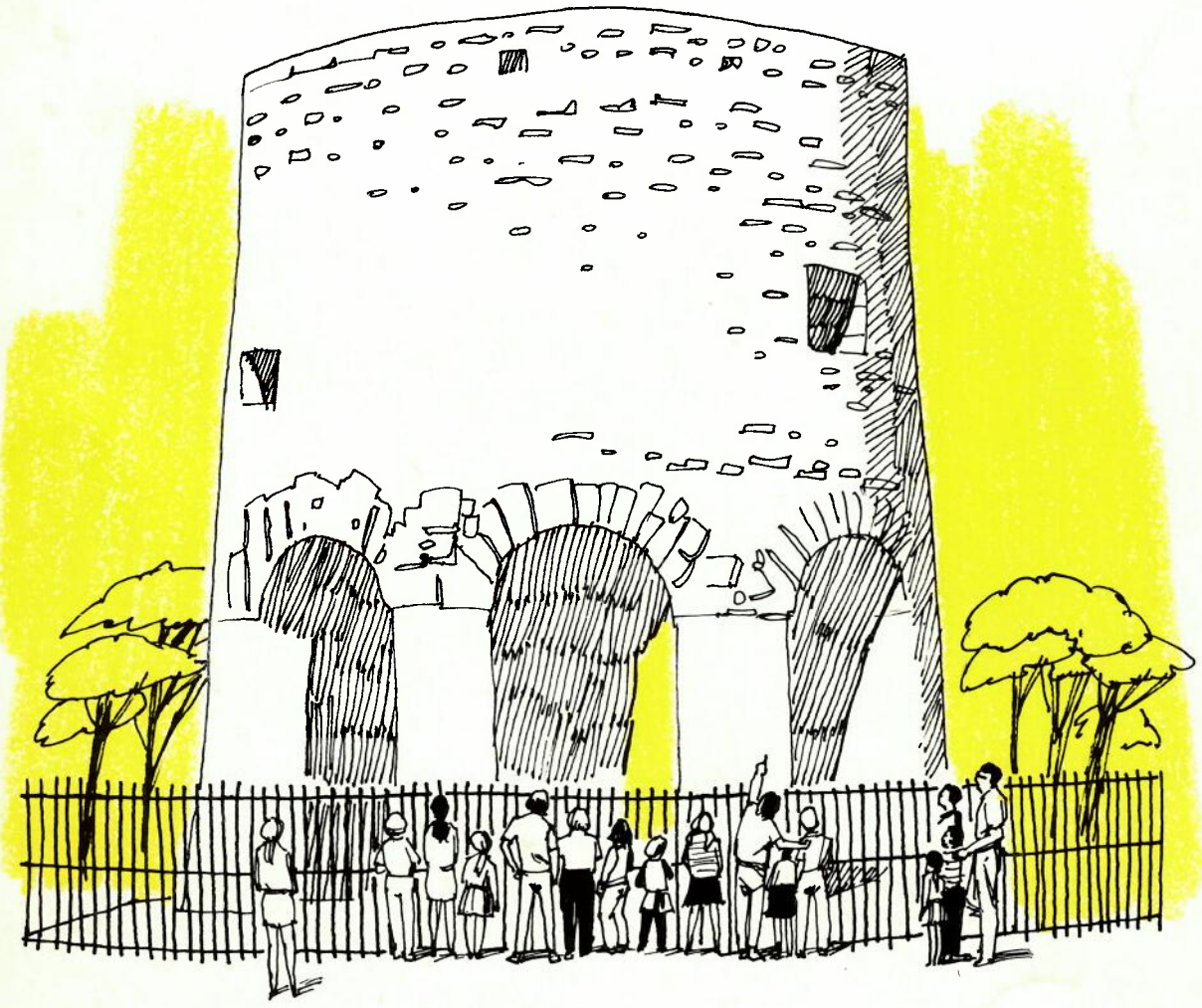
19 log

20 pass

Use Your Imagination
Suppose you were a sticker seed and you got stuck on the back of a dog. Where do you think you would go? What would you see? Make up a story about your trip and where you finally end up.

The Mystery Tower

by Ellen Cafferata



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The Mystery Tower

1 The smallest state in the United States is Rhode Island. But it has a big mystery in it. The mystery is a tower in the city of Newport.

2 The tower is made of huge gray rocks. They're of many shapes and sizes. But they fit together perfectly.

3 The tower is a strange building. It has arched doorways. And it has small windows. But the windows are so far up no one can reach them.

4 There are no stairs in the tower. There's no place to sit. There's no floor or roof. There's nothing at all inside the tower! It's a mystery.

5 Men have studied the mystery tower. But no one knows who built it. Some men think it is an old windmill. They say it was built by people who settled there three hundred years ago.

6 Others think it was built by Norsemen. Norsemen came from the northern lands of Europe long ago. They were sailors. They came on big ships. They might have built the tower. They might have used it to study stars at night. That would mean the tower was seven hundred years old.

7 Men are still studying the tower. They still need to find many answers. But will they find them? Or will the strange tower always be a mystery?

How Well Did You Read?

1 The mystery tower is in
   a Hartford, Connecticut
   b Newport, Rhode Island

2 The tower is built of
   a huge rocks of many sizes
   b small stones, all the same shape

3 The mystery tower has
   a nothing inside it
   b stairs and chairs inside it

4 Some people think the tower is an old
   a castle
   b windmill

5 Some people think the tower was built by the
   a Italians from southern Europe
   b Norsemen from northern Europe

Learn about Words

A Often you can find out the meaning of a word by seeing how it is used in a story. The other words in the story give you clues.

Directions: Find the word in the story that best fits each meaning below. (A paragraph number tells you where to look.) Write the word.

1 curved at the top; rounded (3)
2 puzzle; thing without explanation (4)
3 machine worked by the wind (5)
4 went to live; came to stay (5)
5 trying to learn more about (7)

B A good way to learn words is to use them in sentences.

Directions: Find the word in the story that fits into each sentence best. (A paragraph number tells you where to look.) Write the word.

6 The dress shop had dresses of all ____. (2)
7 These shoes don't ____ me very well. (2)
8 Climb the ____ to the second floor. (4)
9 Jane went out to look at the ____ in the sky. (6)
10 The witch lived in a ____ old house. (7)

C late Steve bite rule blue
weight believe tight pool flew

Sometimes the long sounds of *a, e, i,* and *u* are spelled in special ways. In each pair of rhyming words, the letters in heavy type are pronounced the same way. For example, the *a* in *late* and the *eigh* in *weight* sound the same.

Directions: Listen to the vowel sound in the last word of each sentence. Choose the long vowel that sounds most like it. Write that letter on your record page.

11 The soup is cool. (**u**, **e**)

12 Catch that thief! (**e**, **a**)

13 How much do you weigh? (**a**, **e**)

14 The sun is so bright! (**e**, **i**)

15 We saw the ducks in flight. (**i**, **e**)

D the man**'s** tent Bess**'s** doll

The tent belongs to the man. The doll belongs to Bess. You add *'s* to a word to show that it owns something. The mark (') is an apostrophe.

the pigs**'** pen the Smiths**'** home

The words *pigs* and *Smiths* end in an *s* because there is more than one pig and more than one Smith. So you just add an apostrophe (') to show that they own something.

Directions: Write the word that belongs in each blank space. It will end with *'s* or *s'*.

16 The Dunns own this house. This house is the ____.

17 Jill has a red cap. This is ____ red cap.

18 This den belongs to a fox. This is a ____ den.

19 Madge has a blue dress. This blue dress is ____.

20 The boys own these toys. These are the ____ toys.

Use Your Imagination

If you owned the mystery tower, what would you use it for? Would you put in stairs? Would it make a nice house? Tell what you think.

How Hard Can the Wind Blow?

by William C. Wertz

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Printed in the United States of America.

How Hard Can the Wind Blow?

1 Grab that hat! It's rolling down the street. It blew off someone's head. What did that? The wind.

2 The wind is helpful. It moves the clouds around in the sky. It pushes the sails of boats. But sometimes the wind blows off hats. Sometimes it blows down trees and houses!

3 We can't stop the wind or start it. But we can tell how hard it's blowing.

4 Look around. Can you feel the wind on your face? Can you hear leaves rustle? That means the wind speed is about five miles an hour.

5 A harder wind will blow the leaves around. It will make flags flutter. Then it's blowing about ten miles an hour.

6 At fifteen miles an hour, dust and paper blow around. Small trees sway in a wind of twenty miles an hour.

7 The wind is blowing hard at thirty miles an hour. You can hardly walk into it.

8 The wind blows harder than this. In some places there are strong winds called hurricanes or tornadoes. Those winds blow more than seventy miles an hour. Trees are pulled up. Houses are damaged. People are hurt. But this doesn't happen very often.

9 The wind can be fun, too. Sometimes it blows hard but not too hard. It's just right. Then you can fly a kite!

How Well Did You Read?

1 We can't stop or start the wind, but we can tell
   a when it will start to slow down
   b how hard it's blowing

2 When you hear leaves rustling, the wind is blowing at about
   a five miles an hour
   b forty miles an hour

3 A fifteen-mile-an-hour wind will make
   a trees fall down
   b dust and paper blow around

4 You can hardly walk into a wind that is blowing
   a thirty miles an hour
   b five miles an hour

5 When the wind reaches more than seventy miles an hour, it's called a
   a hurricane or tornado
   b windstorm or dust storm

Learn about Words

A Often you can find out the meaning of a word by seeing how it is used in a story. The other words in the story give you clues.

Directions: Find the word in the story that best fits each meaning below. (A paragraph number tells you where to look.) Write the word.

1 useful; source of help (2)
2 make a light, soft sound (4)
3 flap; wave quickly (5)
4 swing from side to side (6)
5 wrecked; partly destroyed (8)

B A good way to learn words is to use them in sentences.

Directions: Find the word in the story that fits into each sentence best. (A paragraph number tells you where to look.) Write the word.

6 There are a lot of ____ in the sky today. (2)
7 Jerry's dog ____ the screen door with his nose. (2)
8 In autumn the ____ start falling from the trees. (5)
9 All the ships were flying new ____. (5)
10 The forest was full of oak and elm ____. (6)

C tall caught bought

All these words have the same vowel sound, but the sound is shown with different letters in each word. The same vowel sound can be spelled in different ways.

Directions: If the word in heavy type has the same vowel sound as the words above, write "yes." If it does not, write "no."

11 Dad **taught** me how to tell time.

12 Don't **fall** down!

13 Jane has a new **coat**.

14 He **thought** I was late.

15 I thought he ran **through** here.

D

mustn't = must not
you're = you are

Sometimes one word stands for two words, with one or more letters left out. An apostrophe (') stands for the letter or letters that have been left out. Such a word is a contraction.

Directions: Each word below is a contraction. Write the two words that each contraction stands for.

16 hadn't

17 wouldn't

18 I'm

19 doesn't

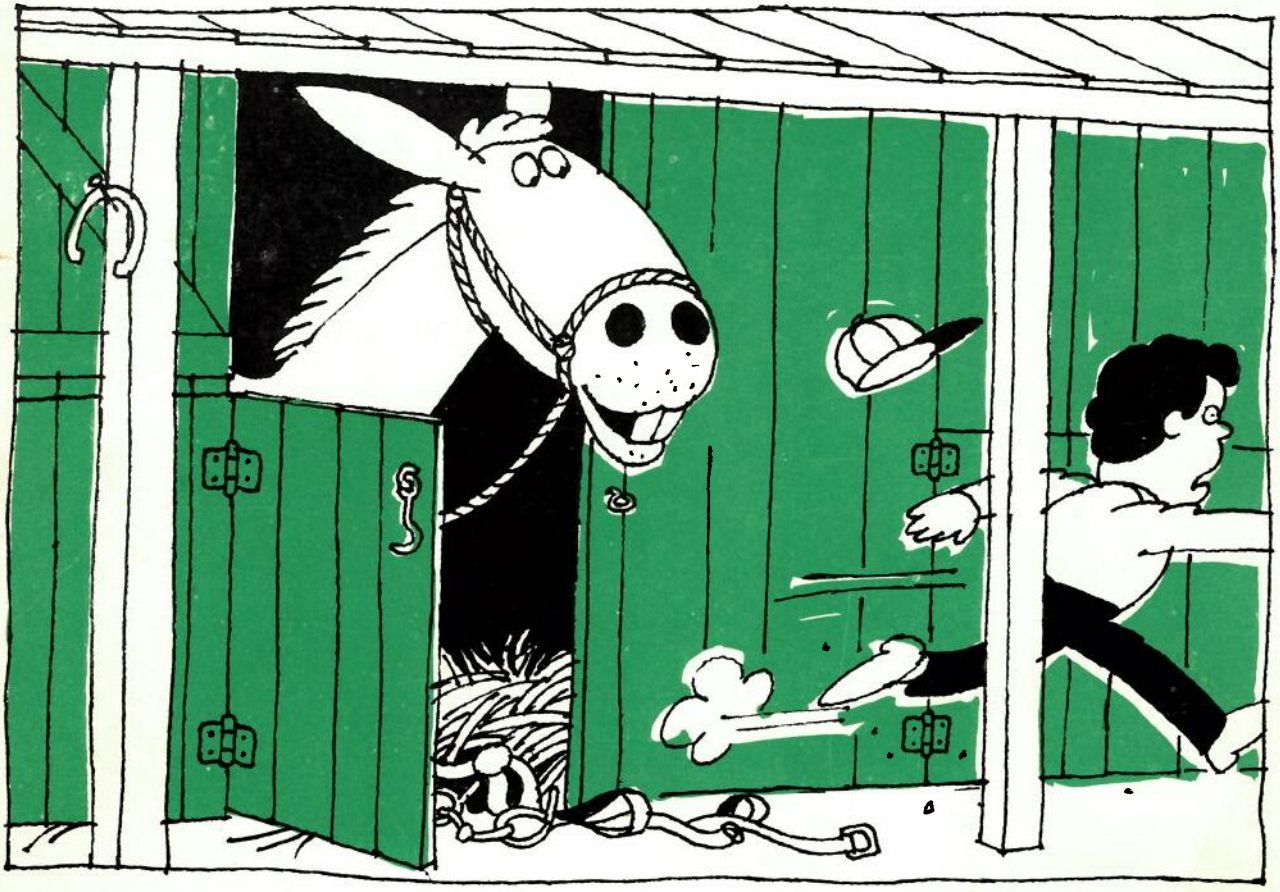
20 you've

Use Your Imagination

What would you do if a bad windstorm picked you up and carried you to a far-off place? Make up a story about it.

The Talking Mule

by Maria Leach



1 Once a man had a mule named Sam. Sam worked hard on the farm all week. On Sundays he rested while the man and his family went to church.

2 One Sunday the man had to go somewhere after church. He told his son to go down to the stall and put the saddle on Sam.

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3 The boy went down to the stall. He took the bridle off a hook. Then he said, "Move over, Sam."

4 "Good heavens, have I got to work on Sunday?" said Sam.

5 The boy dropped the bridle and ran home fast. He told his father that the mule had talked.

6 "My goodness, can't you even saddle the mule?" said the man.

7 "Sam doesn't want to work on Sunday," said the boy.

8 The man thought his son was telling him a story. He was mad. He went to saddle Sam himself. He picked up the bridle and said, "Move over, Sam."

9 "You tell me to move over. But you don't bring me anything to eat," said Sam.

10 The man dropped the bridle and left the stall in a hurry. His little dog ran after him.

11 "I never heard a mule talk before," said the man.

12 "Me neither," said the dog.

13 The man dashed home and slammed the door.

14 "The mule talked," said the man.

15 "What!" said his wife.

16 "When I said I'd never heard a mule talk before, the dog said 'Me neither,' " said the man.

17 "Nonsense!" said his wife.

18 "What's nonsense about it?" said the cat. "Who ever heard a mule talk?"

How Well Did You Read?

1 Sam rested on
- **a** Thursdays
- **b** Sundays

2 One Sunday the man told his son to
- **a** brush Sam
- **b** saddle Sam

3 Sam told the boy that he didn't
- **a** like to be brushed
- **b** want to work on Sunday

4 When the boy heard Sam talk, he
- **a** dropped the bridle and ran home
- **b** stayed and had a nice long chat

5 The man's dog said that he had never
- **a** heard a mule talk either
- **b** wanted to talk to Sam

Learn about Words

A Often you can find out the meaning of a word by seeing how it is used in a story. The other words in the story give you clues.

Directions: Find the word in the story that best fits each meaning below. (A paragraph number tells you where to look.) Write the word.

1 animal that is half donkey and half horse (1)
2 curved piece of metal used to hang things on (3)
3 spoken (5)
4 ran; rushed (13)
5 silliness; foolishness (18)

B A good way to learn words is to use them in sentences.

Directions: Find the word in the story that fits into each sentence best. (A paragraph number tells you where to look.) Write the word.

6 We ____ for an hour after lunch before going swimming. (1)
7 The tired horse was led back to its ____ to rest. (2)
8 The horse tried to shake the ____ from its head. (3)
9 At camp we learned to ____ our own horses. (6)
10 A strong wind ____ the window shut. (13)

C

fed	bed	did
feed	bead	died

In the top words you hear the short sound of *e* or *i*. In the words below them you hear the long sound of *e* or *i*. Often when the vowels *ee, ea,* or *ie* come together, the first vowel has a long sound and the second is silent.

Directions: Try *ee, ea,* and *ie* in each unfinished word. Decide which letters give you a word that makes sense in the sentence. Write the word.

11 Do you like ice cr__m?

12 Pete fr__d the fish for lunch.

13 Did you sl__p well last night?

14 There was a l__k in the tub.

15 What do you m__n by that?

D

camp	catch	brush	fast
camp**ing**	catch**er**	brush**es**	fast**est**

All the words in the top row end with a short vowel and two or more consonants. The second row shows how they look with the endings *ing, er, es,* and *est.* When the shorter word ends with a short vowel and two or more consonants, it usually keeps all its letters. The ending is just added to the word.

Directions: Each word has a two-letter or three-letter ending. Write the word without the ending. For example, if you read *jumper,* you write the shorter word *jump.*

16 benches

17 pitcher

18 richest

19 damper

20 jumping

Use Your Imagination

Would you have been frightened if Sam had started talking to you? Would you have run off? Or would you have stayed and talked? Imagine the conversation you might have had. Tell about it.

Colors That Hide

by Joshua Young

1 The setting sun glowed red. Soon night would fall over the African grasslands. A zebra stood still. He listened. This was a dangerous time of day. This was the time when lions liked to hunt.

2 The zebra knew what to do. He ran into the tall grass.

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Then he stopped. He stood still. Like magic, he seemed to vanish. And for a while he was safe.

3 Why was he safe there? Because of his stripes. They looked a lot like the tall grass and shadows around him. They made him hard to see.

4 A zebra has "protective coloring." He looks like the things around him. And that helps keep him safe. But the zebra isn't the only animal whose color protects him. There are many others.

5 Baby deer are not strong. They can't run from danger. But their color helps hide them. Their brown fur has patches of white. These look like patches of sunlight on the ground.

6 Some rabbits grow white fur in winter. This makes them hard to see in the snow. And then there's the alligator. When he lies still, what does he look like? A log. Why? Because of his bumpy skin.

7 At night you can see a brown owl as he peeps from a hole in a tree. His big bright eyes give him away. They shine like little moons. But what if he keeps them almost closed? Then he's hidden. He seems to be part of the tree.

8 Can you name other creatures whose color hides them? What about white polar bears? What about striped tigers? What about little green frogs? What about snakes?

How Well Did You Read?

1 Lions like to hunt
- **a** at sunset
- **b** in the night

2 The zebra runs into the tall grass to
- **a** hide himself
- **b** find food

3 Many animals are protected by
- **a** bigger animals
- **b** their coloring

4 Some rabbits grow white winter fur so that they will be
- **a** warm all winter long
- **b** hard to see in the snow

5 If the brown owl keeps his eyes partly closed, he
- **a** looks as if he's asleep
- **b** seems to be part of the tree

Learn about Words

A Often you can find out the meaning of a word by seeing how it is used in a story. The other words in the story give you clues.

Directions: Find the word in the story that best fits each meaning below. (A paragraph number tells you where to look.) Write the word.

1 disappear (2)
2 spots (5)
3 rough; lumpy (6)
4 looks out (7)
5 animals; living things (8)

B A good way to learn words is to use them in sentences.

Directions: Find the word in the story that fits into each sentence best. (A paragraph number tells you where to look.) Write the word.

6 The red-hot coals ____ in the dark. (1)
7 It is ____ to cross a street without looking both ways first. (1)
8 A witch can use ____ spells to hide herself. (2)
9 The late afternoon sun made long ____ behind us. (3)
10 Our skin ____ us from dirt and germs. (4)

C br**ai**d str**ay** b**oa**t l**ow**

In these words you hear the sound of long *a* or long *o*. Often when the vowels *ai, ay, oa,* or *ow* come together, the first vowel has a long sound and the second is silent.

Directions: Try *ai, ay, oa,* and *ow* in each unfinished word. Decide which letters give you a word that makes sense in the sentence. Write the word.

11 Look at that r__ of sunshine.

12 Were you p__d to do the job?

13 Tom, have some t__st and jam.

14 Let me sh__ you my new dress.

15 M__ I see page five?

D clang smash hunt
clang**ed** smash**ed** hunt**ed**

Sometimes the ending *ed* adds a syllable to a word. Sometimes it does not. Each word in the top row has one syllable. The second row shows these words with *ed* added. Say the words in the second row softly. Notice that *clanged* is still spoken as one syllable. So is *smashed.* The *ed* in these words sounds like *d* or *t.* But *hunted* is spoken as two syllables. Here the *ed* sounds more like the *ed* of *bed.*

Directions: If the *ed* ending makes an extra syllable, as it does in *hunted,* write "yes." If it does not make a syllable, write "no."

16 clashed

17 salted

18 cheated

19 wanted

20 mowed

Use Your Imagination

The picture on the first page shows how a zebra can disappear into tall grass to hide himself. The story also tells about other animals that use their coloring for protection. Can you draw some pictures of these animals using their colors to hide?

Crazy about Art

by Eleanor G. Hirsch

1 Hokusai was a great Japanese artist. He had a strange life. He sold thousands of pictures. Yet he was almost always poor.

2 At first people didn't think much of his pictures. So they didn't pay him much. And they didn't take care of them. Some people used them to wrap things!

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3 Hokusai wanted people to notice him. So he did odd things. Once he painted a huge picture. He used a broom for a brush. He dipped it in a bucket of ink!

4 Another time he drew two flying birds. But this picture was tiny. It was drawn on a grain of rice.

5 And once Hokusai got a rooster to step in red ink. Next, the rooster walked across some paper. Then Hokusai painted an autumn scene on the paper. The rooster's tracks became red leaves.

6 He did other strange things. He changed homes ninety times. He changed his name fifty times.

7 Hokusai drew and painted all his life. He was ninety when he died. By then he was famous. People knew he was a great artist.

8 *The Wave* is a famous picture by Hokusai. It shows a stormy sea. There is one huge wave. There are men in boats. The big wave towers over them. Maybe you've seen copies of *The Wave.* The Japanese government used it on a postage stamp. That showed their respect for Hokusai.

9 When Hokusai drew *The Wave,* he was almost seventy. In a few years he changed his name once more. This was the last time. He took the name he liked best—Gakyō Rōjin. It means "the old man crazy about art."

How Well Did You Read?

1 Hokusai had a very
- **a** ordinary life
- **b** strange life

2 At first, people
- **a** didn't think much of his pictures
- **b** paid too much for his pictures

3 Hokusai once painted a picture on a
- **a** piece of fruit
- **b** grain of rice

4 Hokusai liked to
- **a** change his name
- **b** stay at home

5 His most famous painting is of a
- **a** rooster with red feet
- **b** wave and some men in boats

Learn about Words

A Often you can find out the meaning of a word by seeing how it is used in a story. The other words in the story give you clues.

Directions: Find the word in the story that best fits each meaning below. (A paragraph number tells you where to look.) Write the word.

1 cover; cover by folding something around (2)
2 strange; unusual (3)
3 very, very big (3)
4 footprints (5)
5 rises high; stands tall (8)

B A good way to learn words is to use them in sentences.

Directions: Find the word in the story that fits into each sentence best. (A paragraph number tells you where to look.) Write the word.

6 Tim likes people to ____ him. (3)
7 A ____ cannot lay eggs. (5)
8 Artists sometimes make many ____ of one picture. (8)
9 I'll mail the picture to you if you'll pay the ____. (8)
10 When someone speaks, you can show ____ by keeping quiet. (8)

C put foot

The vowels *u* and *oo* sometimes sound the way they do in these words. Say the words softly and listen to the sound of *u* and *oo.*

Directions: Try *u* or *oo* in each unfinished word. Decide which letters give you a word that makes sense in the sentence. Write the word.

11 That man t__k my bag.

12 That huge beast is a b__ll.

13 I like to read this b__k.

14 The water in the br__k is cool.

15 The fox hid in the b__sh.

D nickel sadly petal rocky handle
nick sad pet rock hand

Sometimes you can find a short word that you know inside a longer word. The meaning of the short word may have nothing to do with the meaning of the longer word. *Nick* has nothing to do with *nickel. Pet* has nothing to do with *petal.* But seeing the short word in the longer one can sometimes help you read the longer one.

Directions: Take one or two letters from the end of each word to make a shorter word.

16 bushel

17 softly

18 dental

19 tackle

20 lucky

Use Your Imagination

Hokusai used odd things like a grain of rice, a broom, and a rooster in making his pictures. Think of something you don't usually use when you paint—like your fingers or a sponge. Then make your own picture using this idea.

The Cowboy's Bandanna

by Ford Jones

1 Sometimes you wear a scarf round your neck. You may wear it to keep warm. Or you may just like the way it looks.

2 A cowboy wears a scarf too. But he calls it a bandanna. And it has a lot more uses than your scarf.

3 In summer the cowboy's bandanna stops itchy things from

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getting inside his collar. In winter it keeps his neck warm. He can pull it up to keep his ears warm, too.

4 When the air is dusty, he covers his mouth and nose with the bandanna. It screens some of the dust out of the air. Sometimes he may drink through his bandanna, too. Water will pass through it. Insects and dirt won't.

5 In strong winds he can use it to tie his hat to his head. At night he may tie his horse's feet together with it. Then the horse can't run away.

6 If he wants to sleep in daytime, the cowboy lays the bandanna over his eyes. If something frightens his horse, he may tie it over the horse's eyes. Horses are seldom scared by things they can't see.

7 When a cowboy washes his face, he may dry it with his bandanna. (Cowboys *do* wash their faces, you know.) And if he wears glasses, he may use it to polish them. (Some cowboys *do* wear glasses.)

8 A cowboy may need to bandage a cut with his bandanna. Or he may need it to wrap his food. So he washes it whenever he can. He wants it to be clean. Wouldn't you?

9 Suppose you were a cowboy. How else could you use your bandanna?

How Well Did You Read?

1 A cowboy's bandanna
  a has many uses
  b shows which ranch he works for

2 He sometimes puts it over his nose to
  a keep out the smell of cattle
  b screen dust out of the air

3 Horses are not very often scared by
  a anything
  b things they can't see

4 A cowboy often uses his bandanna to dry his
  a hands and face
  b horse's feet

5 He may also use it to
  a wrap up his food
  b carry water

Learn about Words

A Often you can find out the meaning of a word by seeing how it is used in a story. The other words in the story give you clues.

Directions: Find the word in the story that best fits each meaning below. (A paragraph number tells you where to look.) Write the word.

1 piece of cloth worn on the head or neck (1)
2 large, patterned square of cloth; bright handkerchief (2)
3 powerful (5)
4 not very often; rarely (6)
5 clean and shine (7)

B A good way to learn words is to use them in sentences.

Directions: Find the word in the story that fits into each sentence best. (A paragraph number tells you where to look.) Write the word.

6 My wool scarf is rough and my skin feels ____. (3)
7 The fur ____ on my coat keeps my neck warm. (3)
8 Mother ____ out the tea leaves when she pours our tea. (4)
9 We must ____ through a forest to get home. (4)
10 You should ____ a cut to keep dirt out of it. (8)

C

fed	bed	did
feed	bead	died

In the top words you hear the short sound of *e* or *i*. In the words below them you hear the long sound of *e* or *i*. Often when the vowels *ee, ea,* or *ie* come together, the first vowel has a long sound and the second is silent.

Directions: Try *ee, ea,* and *ie* in each unfinished word. Decide which letters give you a word that makes sense in the sentence. Write the word.

11 He tr__d to sing softly.

12 Have you s__n my hat?

13 I want you to m__t my dad.

14 Jean had to l__d the dog home.

15 Do you like to r__d?

D

camp	catch	brush	fast
camp**ing**	catch**er**	brush**es**	fast**est**

All the words in the top row end with a short vowel and two or more consonants. The second row shows how they look with the endings *ing, er, es,* and *est.* When the shorter word ends with a short vowel and two or more consonants, it usually keeps all its letters. The ending is just added to the word.

Directions: Each word has a two-letter or three-letter ending. Write the word without the ending. For example, if you read *jumper,* you write the shorter word *jump.*

16 thinker

17 sending

18 jumper

19 mending

20 fishes

Use Your Imagination

The story tells you about the many ways a cowboy may use his bandanna. Then it asks you to think of some other uses. Can you think of some? Tell what they are.

The Peddler of Swaffham

by Peter Churchill

1 One night as John Chapman lay in bed, he had a strange dream. He dreamed he heard a voice.

2 "John!" called the voice. "Would you like to be rich?"

3 "Of course," said John, still asleep.

4 "Then go to London," said the voice. "Wait on the bridge. There you'll find your fortune."

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5 The next day John set out for London. He wore his best hat with a feather in it. London was a long way from Swaffham, where he lived. But he didn't mind. He was a peddler by trade, and used to walking. Besides, he had his dog with him for company.

6 When he got to London he waited on the bridge. Soon a man came up to him. "What are you doing?" he asked.

7 "I'm looking for my fortune," said John.

8 "Well," said the man, "if I were you, I wouldn't wait here. I'd go straight to a town called Swaffham. A peddler lives there. In his garden there is a pear tree. I had a dream about that tree. A lot of gold was lying under it. I suppose I could go and dig it up myself. But I don't believe in dreams. Good luck!"

9 John could not get home fast enough. As soon as he was back, he started to dig in his very own garden. He found not one pot of gold, but two. He was rich for life!

10 In Swaffham today you can see a large wooden sign. It has a picture of John Chapman with his dog. And it says:

11 "The peddler of Swaffham who did by a dream find great treasure."

How Well Did You Read?

1 The voice asked John if he would like to be
   a famous
   b rich

2 It told him to go to London and
   a wait on the bridge
   b see a fortuneteller

3 In London, John met a man who told him to
   a dig under a pear tree
   b look under his bed

4 The man said John would find
   a a treasure map
   b lots of gold

5 The wooden sign has a picture of
   a John and his dog
   b a pear tree and gold

Learn about Words

A Often you can find out the meaning of a word by seeing how it is used in a story. The other words in the story give you clues.

Directions: Find the word in the story that best fits each meaning below. (A paragraph number tells you where to look.) Write the word.

1 idea that comes while one is sleeping (1)
2 riches; great deal of money (4)
3 finest (5)
4 guess; imagine (8)
5 riches that were stored away; hidden wealth (11)

B A good way to learn words is to use them in sentences.

Directions: Find the word in the story that fits into each sentence best. (A paragraph number tells you where to look.) Write the word.

6 Don't talk in such a loud ____. (1)
7 My father's ____ was bricklaying. (5)
8 When Ann is sad, she likes to have ____ around her. (5)
9 Bill's house is ____ ahead. (8)
10 A ____ tried to sell mother some pans. (8)

C br**ai**d str**ay** b**oa**t l**ow**

In these words you hear the sound of long *a* or long *o.* Often when the vowels *ai, ay, oa,* or *ow* come together, the first vowel has a long sound and the second is silent.

Directions: Try *ai, ay, oa,* and *ow* in each unfinished word. Decide which letters give you a word that makes sense in the sentence. Write the word.

11 Nan got a new hat and c__t.

12 Dad says I must m__ the grass.

13 Joan spent the d__ at the beach.

14 Jean has long blond br__ds.

15 Where is that l__f of bread?

D clang smash hunt
clang**ed** smash**ed** hunt**ed**

Sometimes the ending *ed* adds a syllable to a word. Sometimes it does not. Each word in the top row has one syllable. The second row shows these words with *ed* added. Say the words in the second row softly. Notice that *clanged* is still spoken as one syllable. So is *smashed.* The *ed* in these words sounds like *d* or *t.* But *hunted* is spoken as two syllables. Here the *ed* sounds more like the *ed* of *bed.*

Directions: If the *ed* ending makes an extra syllable, as it does in *hunted,* write "yes." If it does not make a syllable, write "no."

16 brushed

17 needed

18 rushed

19 wished

20 greeted

Use Your Imagination

Did you ever dream about something that later came true? Or did you ever have a dream you wish would come true? Tell about it.

The Queen's Shawl

by Eleanor Nicholson

1 Once there was a greedy queen. She had many jewels and furs. She had four dresses for every day of the year. She had shoes of gold and silver. She had everything. But she always wanted something more.

2 One day the queen was looking for something to wear. She looked in all the rooms of the castle. But nothing pleased her. She picked up a shawl. It

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was a beautiful shawl. She had worn it once or twice.

3 "I'm tired of this old thing," she said. She threw the shawl out of the window. It fell on the back of a poor old woman who was passing below.

4 A clever man saw this happen. He had an idea. He went up to the old woman.

5 "I will give you five hundred gold coins for that shawl," he said.

6 Now that was a lot of money. The old woman gladly sold the shawl. Then the clever man ran to the queen.

7 "Isn't this a lovely shawl, Your Highness?" he said. "It is for my wife."

8 The queen didn't realize that it was the same shawl she had thrown away. "It *is* lovely," she said. "I want it."

9 "I'm sorry," said the man. "You may not have it. It's for my wife."

10 "I *will* have it!" said the queen.

11 "No," said the man.

12 No one had ever said *no* to the queen before. She was furious.

13 "YES!" she screamed.

14 "No," he answered quietly.

15 "I will give you half my jewels and half my furs. I will even give you my gold bicycle," said the queen.

16 "Oh, all right," said the clever man.

17 The queen gave him all she had promised. She put the shawl round her shoulders. "It's the most beautiful thing I ever saw," she said happily.

18 Isn't that a nice story? Everyone was happy. The clever man was happy. His plan had worked. He was a very rich man now.

19 The old woman was happy too. She had five hundred gold coins. She never had to work again.

20 Even the greedy queen was happy. It was the first time she had ever given anything up to get what she wanted. And that made her love the shawl very much!

How Well Did You Read?

1 (*Tell the result.*) The queen was tired of the shawl, so she
- **a** threw it out the window
- **b** put it in the ragbag
- **c** gave it to her maid

2 (*Recall a detail.*) A clever man got the shawl from
- **a** the queen's maid
- **b** an old woman
- **c** his wife

3 (*Recall a detail.*) The clever man did something no one had ever done before when he
- **a** went to see the queen
- **b** said *no* to the queen
- **c** sold a shawl to the queen

4 (*Recall the order.*) Which of these things did the clever man do *last*?
- **a** He told the queen the shawl was for his wife.
- **b** He traded the shawl for half the queen's riches.
- **c** He bought the shawl.

5 (*Tell the reason.*) The queen loved the shawl so much because she
- **a** thought it looked good on her
- **b** knew it was made of rich cloth
- **c** had to give something up to get it

Learn about Words

A Often you can find out the meaning of a word by seeing how it is used in a story. The other words in the story give you clues.

Directions: Find the word in the story that best fits each meaning below. (A paragraph number tells you where to look.) Write the word.

1 large, stately home; palace (2)
2 satisfied; gave pleasure to (2)
3 cloth covering for the head or shoulders (2)
4 bright; quick-witted (4)
5 beautiful; attractive (7)
6 understand; recognize (8)
7 very angry; raging (12)
8 agreed; given her word on (17)

B A word may have more than one meaning. Its meaning will depend on how it is used. For example:

My dad is a football fan.
He keeps cool with an electric fan.

Directions: Look at each word in heavy type below. Note the paragraph number. Look back at the paragraph. How is the word used there? Which meaning does it have? Write **a** or **b**.

9 wear (2)
- **a** dress in; use as clothing
- **b** damage by use; rub away

10 passing (3)
- **a** coming to an end; dying
- **b** going by; moving past

C

dr**aw**	c**au**se	
str**aw**	h**au**nt	

In these words the sound of *aw* is the same as the sound of *au.* When this vowel sound is at the end of a word, it is usually spelled with *aw*—as in *draw.* When it comes before the end, it is usually spelled with *au*—as in *cause.* But a few words have *aw* before the end. *Lawn* and *hawk* are like that.

Directions: There are three words on each line. Two of them have the same vowel sound. Write the two that have the same vowel sound.

11 sews, sauce, saws

12 claws, cows, cause

13 pains, pause, paws

14 hawk, haul, ham

15 lawn, lane, laundry

D

rip	sit	bat
rip**ped**	sitt**ing**	batt**er**

All the words in the top row end with a short vowel and *one* consonant letter. The second row shows how they look with the endings *ed, ing,* and *er.* Notice that the final consonant of the shorter word has been doubled before the ending. When words end with a short vowel and *only one* consonant letter, you usually double that last letter before the endings *ed, ing,* and *er.*

sitting = sit + t + ing

Directions: Each word ends in *ed, ing,* or *er.* Write it as it would be without the ending. For example, if you read *digging,* you write *dig.*

16 planning
17 getting
18 digger
19 ripped
20 tapped

Use Your Imagination

What if the queen had recognized the shawl the man showed her? If she had known it was the one she had thrown away, the end of the story might have been different. Can you write that ending?

The Boy Who Made a Butter Lion

by Rosalie Koskimaki

1 Antonio Canova lived in Italy over two hundred years ago. He lived with his grandfather. Most of the time Antonio's grandfather helped to build houses. But sometimes he worked as a cook in the homes of rich people.

2 One day a rich man was having a big dinner party. Antonio's grandfather helped cook the dinner. Antonio went with him. He liked to watch.

3 The servants showed Antonio a beautiful marble statue. They planned

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to put it in the middle of the dinner table. It would look very pretty there.

4 Then something terrible happened. A servant bumped into the statue. It fell and broke.

5 "Now what shall we do?" asked the servants.

6 Antonio said, "I'll make a statue for you."

7 The servants thought, He is just a small boy. What can he do?

8 But Antonio said, "Bring me a great big tub of hard butter."

9 "Butter!" the servants said. They thought that was a strange thing to ask for. But they brought it to him.

10 "Now," said Antonio, "I need a cool place where I can work."

11 The servants put the butter in a small, cool room not far from the kitchen. Antonio went in and closed the door. Then, with a knife, he began to cut and carve the butter.

12 Antonio stayed in the small room a long time. The servants wondered what was taking him so long.

13 At last he opened the door. And when the servants went in, were they surprised! There, on a table, stood a yellow lion. Antonio had carved it out of the butter.

14 The servants put the beautiful lion in the middle of the dinner table. The rich man and his friends liked it.

15 "Who made this wonderful statue?" asked the rich man.

16 The servants told him that Antonio had made it.

17 "But he is just a small boy," said the rich man. "And he makes statues like this? Imagine what he'll make when he grows up!"

18 The rich man sent Antonio to school. Antonio learned to be a sculptor. A sculptor carves statues out of clay, marble, and rock. Antonio Canova became one of the world's great sculptors. But his first statue was the lion made out of butter.

How Well Did You Read?

1 (*Recall a detail.*) Antonio Canova lived in Italy
- **a** less than fifty years ago
- **b** over two hundred years ago
- **c** over two thousand years ago

2 (*Tell the reason.*) Antonio's grandfather went to a rich man's home to
- **a** help cook the dinner
- **b** visit the rich man
- **c** see some statues

3 (*Tell the reason.*) The servants didn't know what to do because the
- **a** dinner wasn't ready
- **b** guests were late
- **c** statue was broken

4 (*Tell the reason.*) Antonio asked for a tub of hard butter so that he could
- **a** put it on his sunburn
- **b** carve a lion
- **c** make a cake

5 (*Tell the result.*) The rich man liked the lion so much that he
- **a** asked Antonio for a marble one
- **b** gave Antonio a lot of money
- **c** sent Antonio to school

Learn about Words

A Often you can find out the meaning of a word by seeing how it is used in a story. The other words in the story give you clues.

Directions: Find the word in the story that best fits each meaning below. (A paragraph number tells you where to look.) Write the word.

1 stone used in making statues and buildings (3)
2 carved figure (3)
3 big open metal or wood pan (8)
4 wished to know (12)
5 shaped with a knife (13)
6 remarkable; unusually good (15)
7 helpers; household workers (16)
8 picture in your mind (17)

B A word may have more than one meaning. Its meaning will depend on how it is used. For example:

My dad is a football fan.
He keeps cool with an electric fan.

Directions: Look at each word in heavy type below. Note the paragraph number. Look back at the paragraph. How is the word used there? Which meaning does it have? Write **a** or **b**.

9 **look** (3)
- **a** see; observe with the eyes
- **b** appear; seem

10 **hard** (8)
- **a** firm; solid
- **b** not easy; difficult

C

owl	**ou**t
gr**ow**l	sc**ou**t

In these words the sound of *ow* is the same as the sound of *ou*. When this vowel sound comes before *l* or *n* or before a vowel letter, it is usually spelled with *ow*. It is also spelled with *ow* when it comes at the end of the word.

Directions: There are three words on each line. Two of them have the same vowel sound. Write the two that have the same vowel sound.

11 brown, bound, brook

12 home, howl, hound

13 proud, prowl, praise

14 tool, trout, towel

15 shower, sore, sour

D

com~~e~~ + ing = com**ing**
bak~~e~~ + er = bak**er**
tast~~e~~ + ed = tast**ed**

When a word ends with *e*, you usually drop that *e* before adding an ending that starts with a vowel. Notice how the *e* drops off the words *come*, *bake*, and *taste* before the endings *ing*, *er*, and *ed*.

Directions: Each word has an ending that starts with a vowel—such as *er*, *ed*, or *ing*. Write the word as it would be without that ending. For example, if you read *racing*, you will write *race*.

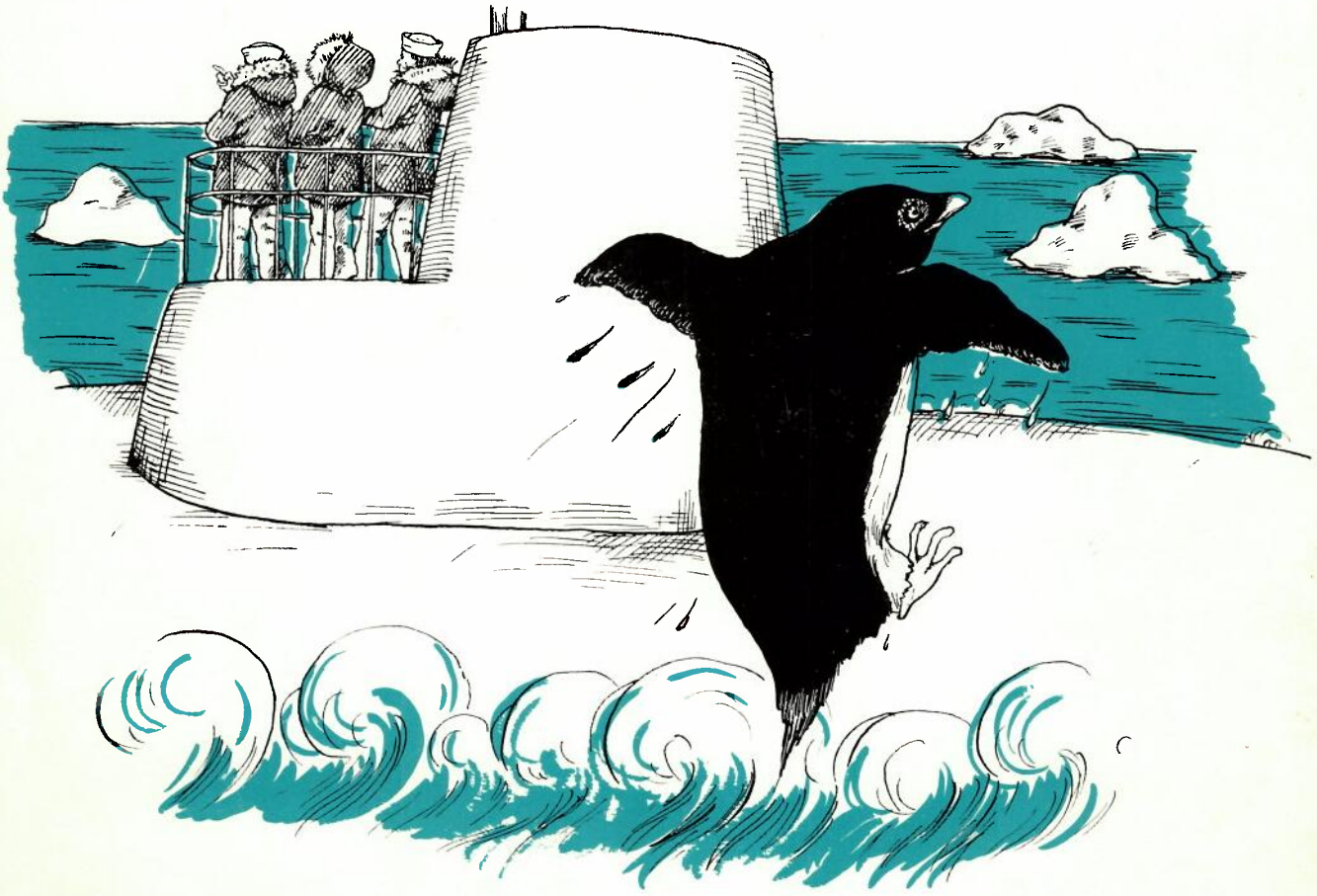
16 faded
17 taster
18 hating
19 loved
20 named

Use Your Imagination

What if it had been a very hot day? Antonio's statue would have melted and looked terrible. Tell how the story would have ended then.

A Penguin Steals a Ride

by Edna M. Andreas



1 The United States Navy does not let hitchhikers ride on its ships. It is very strict about this. But once there was a small Adélie penguin who did not know about this rule. And he didn't care. He took a free ride on a submarine named the U.S.S. *Sennet.*

2 It happened in 1947 when the U.S.S. *Sennet* went to Antarctica. It was the first submarine to make this trip. As

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the ship neared the land, it moved slowly. The sea was packed with ice. Part of the ship's main deck showed above the water as it moved through the icy sea. All of a sudden, there was a strange noise on deck. *PLOP!*

3 Now penguins can do a strange thing. When people and animals dive, they go down into the water. Then they have to swim or climb out. A penguin can dive into the water too. But he can "dive" out as well. He can jump out of the water and land on his two feet.

4 That was just what this small penguin did. And he gave the sailors on the submarine quite a surprise.

5 *PLOP!*

6 The sailors checked to see if their ship had hit a cake of ice. It had not. Then they saw the penguin. He had just jumped up on the ship. And he had landed on his feet.

7 The men stared at the penguin. The penguin looked at the men. Then the bird went up to the captain and bowed. Then he went to most of the sailors on deck and did the same. He seemed to be saying hello. After that, he found a spot he liked on deck. And there he stood, just like a snowman. He stayed there for the next two days.

8 The little penguin had a long, free ride on the ship. Then he dived into the cold sea and swam away. Maybe he had reached the place he was going to. Or maybe he just got tired of his ride. No one knows. But the navy men think that this small penguin was the first hitchhiker at the bottom of the world.

How Well Did You Read?

1 (*Recall a detail.*) The U.S. Navy has a rule against
- **a** throwing things overboard
- **b** giving rides to hitchhikers
- **c** fishing from docks

2 (*Recall a detail.*) The U.S.S. *Sennet* was the first submarine to go to
- **a** Antarctica
- **b** the North Pole
- **c** Greenland

3 (*Tell how they are different.*) Penguins are different from other animals that dive because they can jump
- **a** up and down in the water
- **b** sideways into the water
- **c** straight up out of the water

4 (*Tell the cause.*) The noise the sailors heard was made by
- **a** the ship hitting some ice
- **b** a penguin landing on the deck
- **c** a whale bumping the ship

5 (*Choose the main idea.*) The story is mainly about how
- **a** submarines go under water
- **b** cold it is in the Antarctic
- **c** a penguin rode on a submarine

Learn about Words

A Often you can find out the meaning of a word by seeing how it is used in a story. The other words in the story give you clues.

Directions: Find the word in the story that best fits each meaning below. (A paragraph number tells you where to look.) Write the word.

1 people who ask for free rides (1)
2 firm; stern; severe (1)
3 approached; came close to (2)
4 crowded (2)
5 sound (2)
6 jump headfirst (3)
7 boat that can go under water (4)
8 come to; arrived at (8)

B A word may have more than one meaning. Its meaning will depend on how it is used. For example:

My dad is a football fan.
He keeps cool with an electric fan.

Directions: Look at each word in heavy type below. Note the paragraph number. Look back at the paragraph. How is the word used there? Which meaning does it have? Write **a** or **b**.

9 checked (6)
- **a** looked around; investigated
- **b** marked with a cross

10 deck (7)
- **a** set of playing cards
- **b** floor of a ship

C

oil	b**oy**
b**oi**l	r**oy**al

The sound of *oi* is the same as the sound of *oy.* When this vowel sound comes before a consonant, it is usually spelled with *oi*—as in *oil.* When it comes at the end of a word (as in *boy*) or before a vowel (as in *royal*), it is usually spelled with *oy.*

Directions: There are three words on each line. Two of them have the same vowel sound. Write the two that have the same vowel sound.

11 coy, come, coin

12 point, employ, paint

13 long, loyal, soil

14 destroy, tail, toil

15 choice, enjoy, chase

D

sandy + er = sandier
happy + ly = happily

When a word ends in *y,* you usually change that *y* to *i* before adding an ending. Notice how the final *y* of *sandy* and *happy* becomes *i* in *sandier* and *happily.* But sometimes the *y* does not change.

play + er = player
copy + ing = copying

When there is a vowel before the *y* (as in *play*), the *y* does not change. When the ending is *ing,* the *y* does not change.

Directions: Each word has an ending of two or more letters. Write the word as it would be without the ending. For example, if you read *pansies,* you will write *pansy.*

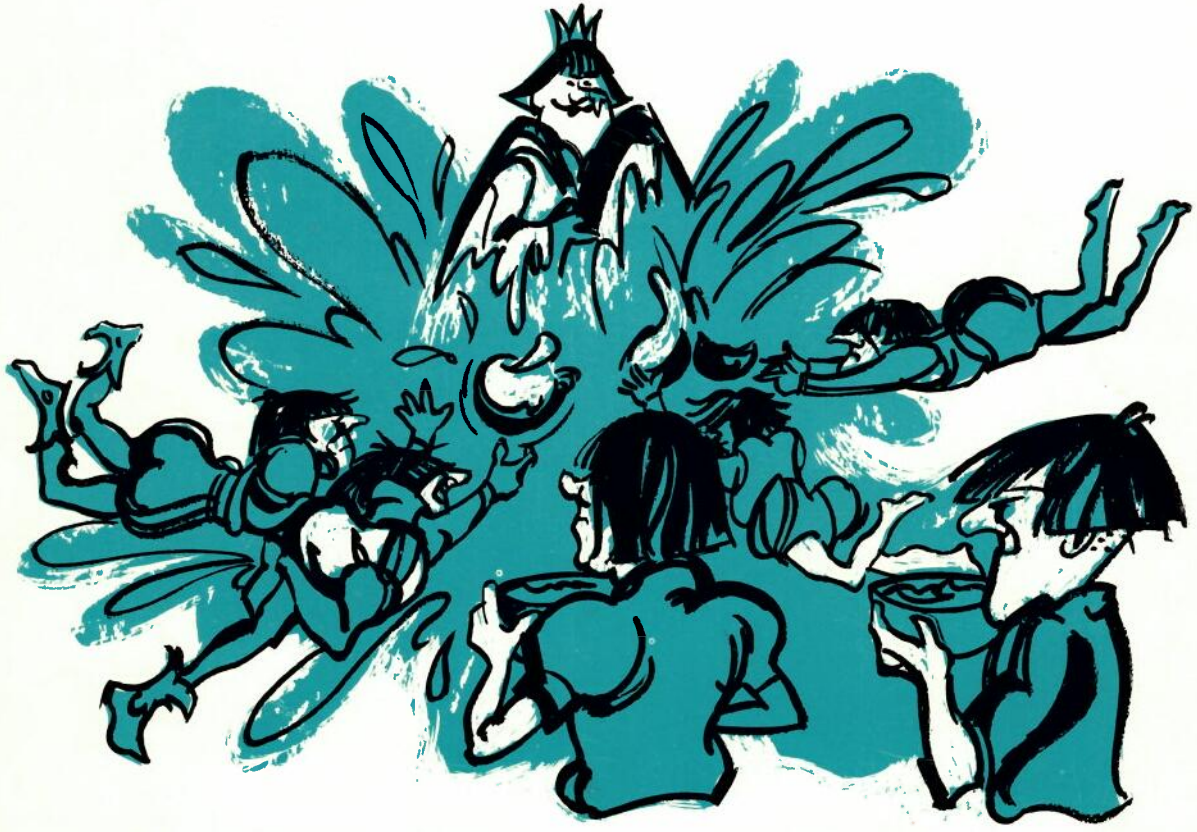
16 lazier
17 guppies
18 dandiest
19 babies
20 straying

Use Your Imagination

Suppose the penguin could have talked. Would he have told the sailors where he was going? Make up a conversation between the sailors and the penguin.

Rice Pudding for the King

by Johan Hart



1 Once long ago, a king sent word to a little village that he would soon pay it a visit.

2 The farmers in the village were pleased with the news. They wanted to give the king a gift. But they didn't know what to give him. Then the mayor had an idea.

3 "Our village is famous for its rice pudding," he said. "Let us each give

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the king a bowl of rice pudding."

4 The farmers agreed. And as soon as the king arrived at the inn, the farmers came in with their bowls of rice pudding.

5 "I'll go in first," said the mayor. "You follow me and do just as I do."

6 Then the mayor walked into the room where the king was. And *zip!*—he slipped on the waxed floor and fell on his stomach. Up flew the bowl of rice pudding from his hands, splattering the king from head to toe on its way down.

7 The farmers thought this was a strange way to greet a king. But the mayor had said to do as he did. So they all fell on *their* stomachs and threw *their* bowls of rice pudding at the king's feet.

8 The mayor turned pale. He screamed at the farmers, "Dumb! You're dumb!" The farmers turned to the king and called out, "Dumb! You're dumb!"

9 This was too much for the mayor. He pounced on his neighbor and boxed his ears. The farmer turned and boxed the next man's ears. Thus it went round the room.

10 But some of the farmers didn't like this. Soon they were all rolling on the floor, boxing each other's ears.

11 The king was speechless. But the sight of the farmers covered with rice pudding and slapping away at each other seemed funny to him. And he laughed and laughed until tears rolled from his eyes.

12 At last the mayor hauled the farmers, one by one, out of the room. He was so ashamed of what the king must think of them!

13 But the king was still chuckling as he left the village. And when he reached his castle, he sent a purse of gold to the mayor and the farmers for the good time they had given him.

How Well Did You Read?

1 (*Recall the reason.*) The farmers wanted to give the king a gift because he was
- **a** very just and wise
- **b** having a birthday
- **c** coming to visit them

2 (*Recall a detail.*) The mayor suggested they each give the king a
- **a** bowl of rice pudding
- **b** racehorse
- **c** bottle of wine

3 (*Tell the order.*) Which of these things happened *first*?
- **a** The farmers all fell down and threw their pudding at the king.
- **b** The mayor slipped and splashed his pudding all over the king.
- **c** The mayor told the farmers they should do what he did.

4 (*Recall a detail.*) At first, when the king saw the farmers boxing each other's ears he was
- **a** angry
- **b** speechless
- **c** frightened

5 (*Tell the result.*) The king had such a good time laughing at the farmers that he
- **a** sent them and the mayor a purse of gold
- **b** said he would visit them often
- **c** asked them to go on the stage

Learn about Words

A Often you can find out the meaning of a word by seeing how it is used in a story. The other words in the story give you clues.

Directions: Find the word in the story that best fits each meaning below. (A paragraph number tells you where to look.) Write the word.

1 small town; group of houses (1)
2 head of the town government (2)
3 said yes; consented (4)
4 splashing (6)
5 white; a sickly color (8)
6 unable to speak (11)
7 pulled; dragged (12)
8 laughing quietly (13)

B A word may have more than one meaning. Its meaning will depend on how it is used. For example:

My dad is a football fan.
He keeps cool with an electric fan.

Directions: Look at each word in heavy type below. Note the paragraph number. Look back at the paragraph. How is the word used there? Which meaning does it have? Write **a** or **b**.

9 strange (7)
- **a** odd; peculiar
- **b** foreign; unknown

10 boxed (9)
- **a** hit with one's fist or hand
- **b** put into a box or container

C

dr**aw**	c**au**se
str**aw**	h**au**nt

In these words the sound of *aw* is the same as the sound of *au.* When this vowel sound is at the end of a word, it is usually spelled with *aw*—as in *draw.* When it comes before the end, it is usually spelled with *au*—as in *cause.* But a few words have *aw* before the end. *Lawn* and *hawk* are like that.

Directions: There are three words on each line. Two of them have the same vowel sound. Write the two that have the same vowel sound.

11 pause, pansy, paws

12 saw, sail, saucer

13 rail, raw, straw

14 law, launder, lap

15 saws, sauce, sands

D

rip	sit	bat
rip**ped**	sitt**ing**	batt**er**

All the words in the top row end with a short vowel and *one* consonant letter. The second row shows how they look with the endings *ed, ing,* and *er.* Notice that the final consonant of the shorter word has been doubled before the ending. When words end with a short vowel and *only one* consonant letter, you usually double that last letter before the endings *ed, ing,* and *er.*

sitting = sit + t + ing

Directions: Each word ends in *ed, ing,* or *er.* Write it as it would be without the ending. For example, if you read *digging,* you write *dig.*

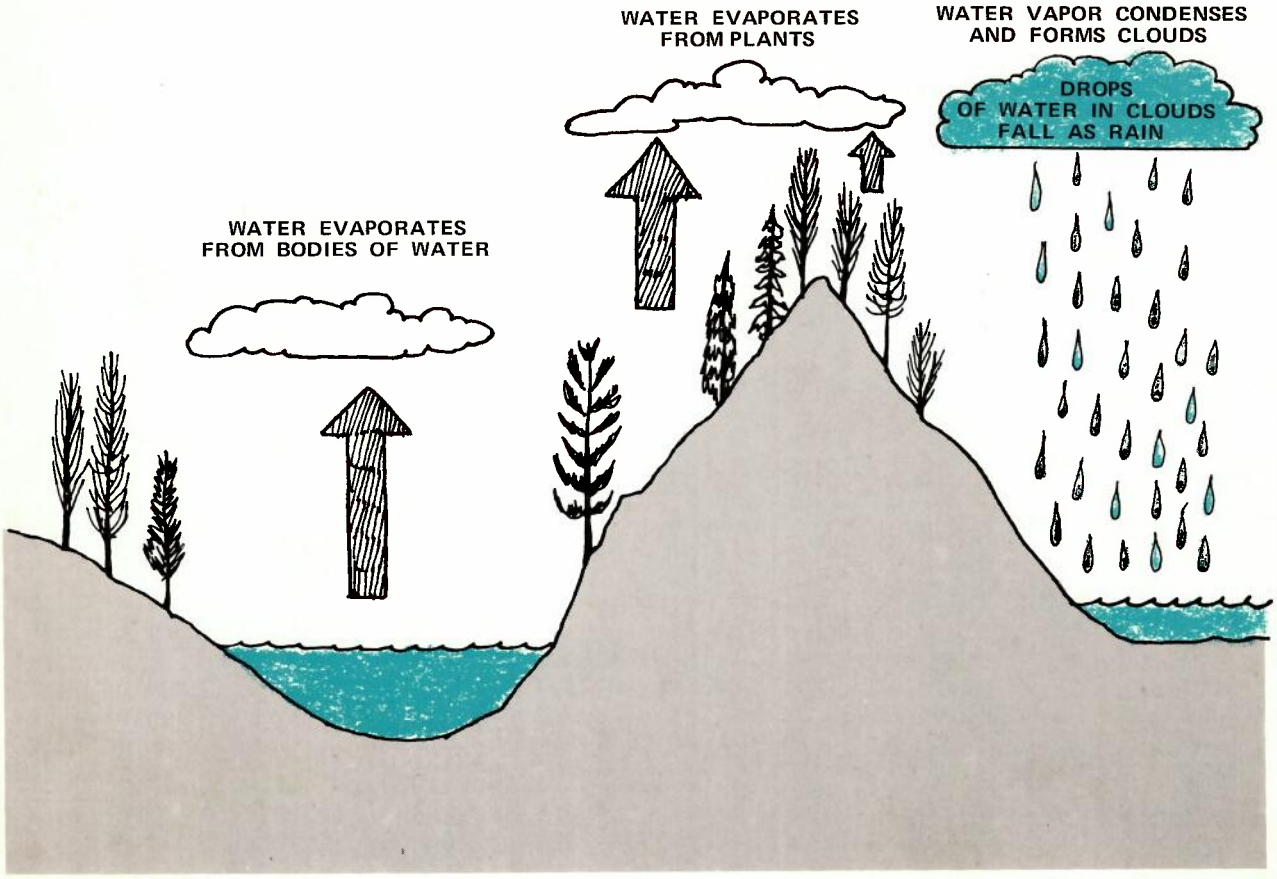
16 swimmer
17 rapped
18 trimming
19 nipped
20 canning

Use Your Imagination

The king laughed at the farmers. But he might have become very angry. What would have happened then? Can you make up a different ending to the story?

Where Does Rain Come From?

by Tillie S. Pine and Joseph Levine


WATER EVAPORATES FROM PLANTS
WATER VAPOR CONDENSES AND FORMS CLOUDS
DROPS OF WATER IN CLOUDS FALL AS RAIN
WATER EVAPORATES FROM BODIES OF WATER

1 After a rain, there are puddles of water. There are puddles in the streets. There are puddles in yards. There are puddles everywhere.

2 The puddles get smaller and smaller. Soon they disappear. But where does the water go?

3 The water *evaporates.* That means that it changes into a gas called *water vapor.* The sun and the wind help the

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water to evaporate faster. So when water "disappears" into the air, it becomes water vapor. You can't see it. But it is there.

4 Even when there has been no rain, the air has water vapor in it. You know that there is water in pools and in ponds. There is water in streams and in rivers. Lakes and oceans have water. Some of this water is always evaporating into the air. So the air always has water vapor in it.

5 What happens to the water vapor in the air? This will help you understand: Let's say you fill a glass with crushed ice. Then you let it stand. Soon you will see drops of water on the outside of the glass. Where did this water come from? It came from the air. The water vapor in the air around the cold glass changed back into drops of water. It *condensed.*

6 The same thing takes place in the air outdoors. Warm air with water vapor in it rises high above the earth. As it rises higher and higher, the air gets cooler. This cooler air can't hold all its water vapor. Some of the water vapor turns back into small drops of water. It condenses.

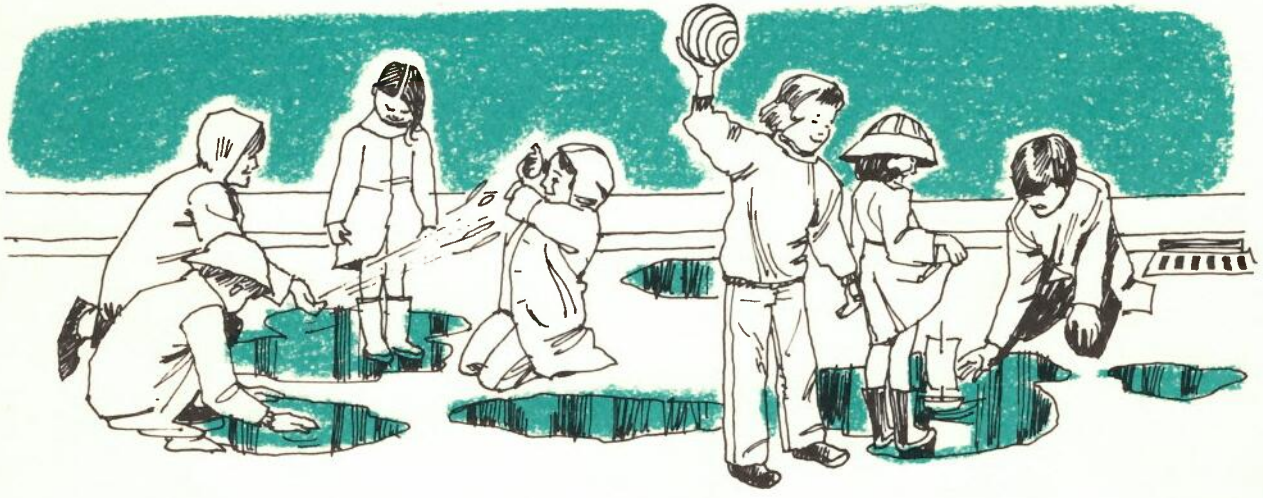
7 Then millions and millions of small drops of water come together. They make small clouds. More and more drops of water come together. The clouds get bigger and bigger.

8 Sometimes more and more water vapor in the air keeps condensing on the small drops of water in the clouds. The drops get bigger and bigger.

9 The drops of water in the clouds get heavier and heavier. Soon they are too heavy to stay up in the clouds.

10 They start to fall.

11 That's when we have rain!



How Well Did You Read?

1 (*Tell the reason.*) Puddles disappear from the streets because
- **a** animals lap up the water
- **b** the pavement soaks up the water
- **c** the water evaporates into the air

2 (*Recall the details.*) There is always water vapor in the air because water evaporates from
- **a** rivers and streams
- **b** lakes and oceans
- **c** Both *a* and *b*

3 (*Tell the result.*) When you fill a glass with ice and let it stand,
- **a** drops of water will form on the outside of the glass
- **b** the glass will break
- **c** Neither *a* nor *b*

4 (*Recall the order.*) What is the *first* thing that happens as a cloud forms?
- **a** Water vapor turns back into drops of water.
- **b** Warm air with water vapor in it rises.
- **c** The air gets cooler as it rises.

5 (*Tell the reason.*) Rain starts to fall because
- **a** the drops of water in the clouds get too heavy
- **b** water vapor condenses
- **c** farmers need rain for their crops

Learn about Words

A Often you can find out the meaning of a word by seeing how it is used in a story. The other words in the story give you clues.

Directions: Find the word in the story that best fits each meaning below. (A paragraph number tells you where to look.) Write the word.

1 small pools of water (1)
2 vanish; go away (2)
3 quicker; more rapidly (3)
4 brooks or creeks (4)
5 know; get the idea (5)
6 broken into small pieces (5)
7 outside; not in the house (6)
8 harder to carry (9)

B A word may have more than one meaning. Its meaning will depend on how it is used. For example:

My dad is a football fan.
He keeps cool with an electric fan.

Directions: Look at each word in heavy type below. Note the paragraph number. Look back at the paragraph. How is the word used there? Which meaning does it have? Write **a** or **b**.

9 drops (5)
- **a** sudden falls
- **b** small amounts of liquid

10 turns (6)
- **a** moves around; rotates
- **b** changes

C

owl	**ou**t
gr**ow**l	sc**ou**t

In these words the sound of *ow* is the same as the sound of *ou.* When this vowel sound comes before *l* or *n* or before a vowel letter, it is usually spelled with *ow.* It is also spelled with *ow* when it comes at the end of the word.

Directions: There are three words on each line. Two of them have the same vowel sound. Write the two that have the same vowel sound.

11 growl, grand, ground

12 power, pond, pound

13 clown, cloud, clean

14 howl, house, hose

15 crouch, crowd, crutch

D

com*e* + ing = com**ing**
bak*e* + er = bak**er**
tast*e* + ed = tast**ed**

When a word ends with *e,* you usually drop that *e* before adding an ending that starts with a vowel. Notice how the *e* drops off the words *come, bake,* and *taste* before the endings *ing, er,* and *ed.*

Directions: Each word has an ending that starts with a vowel—such as *er, ed,* or *ing.* Write the word as it would be without that ending. For example, if you read *racing,* you will write *race.*

16 mover
17 lived
18 giving
19 wading
20 making

Use Your Imagination

Gentle spring rains make flowers bloom and grass grow green. But sometimes it rains too long and too hard. Then rivers spill over and we have floods. Suppose it rained for days on end, until all the streets and houses were flooded. Tell a story about what you would do.

Ham Paves the Way

by Helen Kay

1 Subject Number 65 had been shot into orbit. He had gone up in a space capsule.

2 Who was Subject Number 65? No one would say.

3 Would he come back alive? No one could know.

4 Ships were waiting for the capsule to come down. They were spread out over three hundred miles of ocean. The capsule was supposed to come down within the three hundred miles.

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5 Men stood on the decks of the ships. They watched the skies. They were searching for the capsule. They knew they must find it. They knew that it was important to find Subject Number 65.

6 Then the men on the ships heard some bad news. Something had gone wrong. A rocket had shot the capsule into space. The capsule had shot up forty miles too high. Now it could not come down where it was supposed to land.

7 Planes and helicopters took off from the ships. The pilots looked for the capsule. They saw no sign of it in the sea.

8 Three hours went by. The pilots were still searching for the capsule. They were giving up hope.

9 Then one of the helicopter pilots saw something bright on the water. He flew low. He took a close look at the bright object. Then he called his ship. "The capsule has been found," he said.

10 The pilot fished the capsule out of the ocean. He brought it back to his ship.

11 The men on the ship ran to the capsule. They looked in the window. They smiled at what they saw.

12 Subject Number 65 was safe. He was strapped in his seat. He was still pulling levers. He was doing the job he'd been trained to do.

13 Only then could the secret be told. Who was Subject Number 65? His name was Ham. He was three years old. He had freckles and a grin on his face. He was a chimpanzee.

14 Ham was taken out of the capsule. He shook hands with everyone. Then he ate an apple, an orange, and a banana.

15 Ham had proved that chimps are champs in space. He had paved the way for the men who would follow him on later space flights.

How Well Did You Read?

1 (*Recall a detail.*) The men on the ships were looking for a
a rocket
b shipwreck
c space capsule

2 (*Tell the reason.*) The capsule couldn't land where it was supposed to because
a it had been shot up too high
b it had burned up in space
c Subject Number 65 had fainted

3 (*Recall the order.*) The *first* thing the pilot did when he saw a bright object in the water was
a fish it out
b fly low and take a close look
c call his ship

4 (*Tell the reason.*) The men smiled when they looked in the window of the capsule because Ham was
a safe and still pulling levers
b eating a banana
c sound asleep in his seat

5 (*Recall a detail.*) When Ham was taken out of the capsule, he
a ran and climbed a tree
b shook hands and ate some fruit
c posed for photographs

Learn about Words

A Often you can find out the meaning of a word by seeing how it is used in a story. The other words in the story give you clues.

Directions: Find the word in the story that best fits each meaning below. (A paragraph number tells you where to look.) Write the word.

1 a spaceship's path (1)
2 expected; meant (4)
3 inside; not beyond (4)
4 were on their feet (5)
5 looked at (5)
6 flier; one who flies a plane (10)
7 taught (12)
8 made smooth and easy (15)

B A word may have more than one meaning. Its meaning will depend on how it is used. For example:

My dad is a football fan.
He keeps cool with an electric fan.

Directions: Look at each word in heavy type below. Note the paragraph number. Look back at the paragraph. How is the word used there? Which meaning does it have? Write **a** or **b**.

9 capsule (1)
a section of a spacecraft
b small container of medicine

10 fished (10)
a caught fish
b pulled something out

C

oil **boy**
boil **royal**

The sound of *oi* is the same as the sound of *oy.* When this vowel sound comes before a consonant, it is usually spelled with *oi*—as in *oil.* When it comes at the end of a word (as in *boy*) or before a vowel (as in *royal*), it is usually spelled with *oy.*

Directions: There are three words on each line. Two of them have the same vowel sound. Write the two that have the same vowel sound.

11 boy, box, boil

12 town, toy, toil

13 voyage, vocal, voice

14 joy, jolly, join

15 royal, roll, broil

D

sandy + er = sandier
happy + ly = happily

When a word ends in *y,* you usually change that *y* to *i* before adding an ending. Notice how the final *y* of *sandy* and *happy* becomes *i* in *sandier* and *happily.* But sometimes the *y* does not change.

play + er = player
copy + ing = copying

When there is a vowel before the *y* (as in *play*), the *y* does not change. When the ending is *ing,* the *y* does not change.

Directions: Each word has an ending of two or more letters. Write the word as it would be without the ending. For example, if you read *candies,* you will write *candy.*

16 puppies
17 sprayer
18 handiest
19 speedily
20 trying

Use Your Imagination

Suppose you were in a space capsule that landed so far away from the ships that they couldn't find you. Write a story about how you would get to land.

Why There Are Shooting Stars

(a tale told by the Zuñi Indians of California)

by Natalia Belting

1 Many moons ago Coyote was a great dancer. More than anything else, Coyote liked to dance. More than running in the hills, more than hunting, Coyote liked to dance. At night Coyote looked up at the skies, at the stars dancing. "I would like to dance with the stars," Coyote said to himself.

2 Coyote climbed to the top of the highest hill and waited until the stars

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began to dance. "Let me dance with you," Coyote called to them. But the stars only laughed.

3 "I'm a great dancer," Coyote called, and his voice was heard all through the land.

4 The stars laughed again.

5 "Let me dance with you," Coyote called to them again.

6 "What do you say, friends?" the stars asked each other.

7 "How can he dance with us?" the red star asked.

8 "How indeed, when he's on the earth and we're in the sky?" the blue star asked.

9 "We can't dance on the earth," the yellow star said.

10 "Coyote can't dance in the sky," the north star said.

11 "One of us could reach down and hold his paw," the south star said. And she called to Coyote, "You may dance with me. Give me your paw."

12 Coyote stretched his paw toward the star. He stretched as far as he could. The star swung through the sky toward Coyote. She took hold of his paw. She swung Coyote after her through the sky. She danced faster and faster. Coyote was tired. Coyote wanted to stop dancing.

13 But the star danced faster. She danced around and around the sky with Coyote until he couldn't see, and he couldn't get his breath.

14 "I'm tired," Coyote said. "I'm ready to stop dancing."

15 The star laughed and danced faster. Coyote's paw slipped. He couldn't hold on to the star any longer. He fell. For ten snows he fell through the air, and when he hit the earth he made a great hole in it, and he was never seen again.

16 But his brothers still try to dance with the stars. Whenever there is a shooting star, it's Coyote falling through the sky.

How Well Did You Read?

1 (*Recall an important detail.*) More than anything else, Coyote liked to
- **a** hunt
- **b** run
- **c** dance

2 (*Tell what was different.*) The south star was different from the others because she
- **a** was brighter than the others
- **b** was willing to dance with Coyote
- **c** didn't know how to dance

3 (*Tell the result.*) The south star danced so fast and so long that
- **a** Coyote couldn't see or get his breath
- **b** Coyote's paw slipped and he fell to earth
- **c** Both *a* and *b*

4 (*Tell the result.*) When Coyote hit the earth, he
- **a** made a great hole in it
- **b** caused an earthquake
- **c** Both *a* and *b*

5 (*Choose the main idea.*) The story's main idea is that a shooting star is
- **a** Coyote falling to earth
- **b** a star dancing around the sky
- **c** a comet moving across the sky

Learn about Words

A Often you can find out the meaning of a word by seeing how it is used in a story. The other words in the story give you clues.

Directions: Find the word in the story that best fits each meaning below. (A paragraph number tells you where to look.) Write the word.

1 American Indian months; periods of about 28 days (1)
2 started (2)
3 in fact; really (8)
4 animal's foot having claws (11)
5 reached out; held out (12)
6 in the direction of (12)
7 moved in a curve (12)
8 slid; moved out of place (15)

B A word may have more than one meaning. Its meaning will depend on how it is used. For example:

My dad is a football fan.
He keeps cool with an electric fan.

Directions: Look at each word in heavy type below. Note the paragraph number. Look back at the paragraph. How is the word used there? Which meaning does it have? Write **a** or **b**.

9 **great** (1)
- **a** eager and able
- **b** very large

10 **shooting** (16)
- **a** firing a gun
- **b** moving suddenly and swiftly

C

dr**aw**	c**au**se
str**aw**	h**au**nt

In these words the sound of *aw* is the same as the sound of *au.* When this vowel sound is at the end of a word, it is usually spelled with *aw*—as in *draw.* When it comes before the end, it is usually spelled with *au*—as in *cause.* But a few words have *aw* before the end. *Lawn* and *hawk* are like that.

Directions: There are three words on each line. Two of them have the same vowel sound. Write the two that have the same vowel sound.

11 sauce, savage, drawbridge

12 awful, ranch, raw

13 draw, drain, pause

14 cause, case, claws

15 applause, apple, paws

D

rip	sit	bat
rip**ped**	sitt**ing**	batt**er**

All the words in the top row end with a short vowel and *one* consonant letter. The second row shows how they look with the endings *ed, ing,* and *er.* Notice that the final consonant of the shorter word has been doubled before the ending. When words end with a short vowel and *only one* consonant letter, you usually double that last letter before the endings *ed, ing,* and *er.*

sitting = sit + t + ing

Directions: Each word ends in *ed, ing,* or *er.* Write it as it would be without the ending. For example, if you read *digging,* you write *dig.*

16 runner
17 sipped
18 ripping
19 gripped
20 grabbing

Use Your Imagination

From a hilltop, away from city lights, the stars look very bright and very near. Sometimes a star will streak across the sky and disappear. Do you think it's Coyote falling to earth? Tell what *you* think shooting stars are.

Sir Christopher Wren

by Rosalie Koskimaki

1 "In sixteen hundred and sixty-six
London burned like rotten sticks."

2 In 1666 there was a big fire in London. It is always called "the Great Fire." It was one of the worst fires ever.

3 The Great Fire lasted three days. It swept across London. It burned houses. It burned churches. It burned all the buildings in its path. Not many lives were lost. But London had to be rebuilt.

4 A man named Christopher Wren helped rebuild London. Many of his buildings are still standing. They are

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some of the finest buildings in the world.

5 Christopher Wren started with St. Paul's Cathedral. This had been a fine old church. But it had been ruined by the fire. Wren set out to rebuild it.

6 First he drew a picture. It showed how he would make the new church look. He took the picture to the men who governed London. But they didn't like it. So he drew another. They didn't like that one either.

7 So Wren went on drawing. He kept at it for years! At last he drew a picture that the men liked. "That's good," they said. "The new St. Paul's can look like that."

8 Wren was surprised. This picture was almost like his first one!

9 Wren began to build. But many years passed before he was through. There were problems. Sometimes the money would run out. And the men who governed London kept changing their minds. Wren had to keep changing his plans to suit them.

10 But at last St. Paul's was done. It was a beautiful church. It still is. People come from all over the world to see it.

11 After that, Christopher Wren built many other churches. He built more than fifty in London. The king of England liked Wren's work. He made Wren a knight. Now people called him *Sir* Christopher Wren. When he grew old and died, he was buried in St. Paul's Cathedral.

12 Sir Christopher Wren was one of England's great builders. The English people treasure his memory. It would be hard for them to forget him. The spires of his many churches reach into the sky above London. The London skyline seems to say, "Sir Christopher Wren was here."

How Well Did You Read?

1 (*Recall a detail.*) "The Great Fire" happened in
- **a** London in 1666
- **b** Dublin in 1784
- **c** Chicago in 1871

2 (*Recall the details.*) The Great Fire burned many buildings but
- **a** few shops were destroyed
- **b** not many lives were lost
- **c** some churches were saved

3 (*Recall the reason.*) Christopher Wren was surprised when his last picture of St. Paul's was accepted because it
- **a** was almost like his first picture
- **b** was the worst picture he had made
- **c** showed a very expensive plan

4 (*Tell the reason.*) It took many years to rebuild St. Paul's because
- **a** it was a very large building
- **b** workers were hard to find
- **c** there were many problems

5 (*Choose the main idea.*) The story is mainly about
- **a** St. Paul's Cathedral
- **b** Sir Christopher Wren's work
- **c** the Great Fire of London

Learn about Words

A Often you can find out the meaning of a word by seeing how it is used in a story. The other words in the story give you clues.

Directions: Find the word in the story that best fits each meaning below. (A paragraph number tells you where to look.) Write the word.

1 continued; went on for (3)
2 moved quickly (3)
3 destroyed; badly damaged (5)
4 ruled; managed; controlled (6)
5 ideas of what they wanted (9)
6 please; satisfy (9)
7 finished; completed (10)
8 pointed steeples or towers (12)

B A word may have more than one meaning. Its meaning will depend on how it is used. For example:

My dad is a football fan.
He keeps cool with an electric fan.

Directions: Look at each word in heavy type below. Note the paragraph number. Look back at the paragraph. How is the word used there? Which meaning does it have? Write **a** or **b**.

9 drawing (7)
- **a** making pictures
- **b** pulling; hauling

10 problems (9)
- **a** things to be worked out or solved
- **b** difficult questions

C

owl	**out**
gr**ow**l	sc**out**

In these words the sound of *ow* is the same as the sound of *ou.* When this vowel sound comes before *l* or *n* or before a vowel letter, it is usually spelled with *ow.* It is also spelled with *ow* when it comes at the end of the word.

Directions: There are three words on each line. Two of them have the same vowel sound. Write the two that have the same vowel sound.

11 frown, from, found

12 got, ground, gown

13 scout, scowl, scare

14 front, fowl, found

15 grouch, growl, grain

D

com**e** + ing = com**ing**
bak**e** + er = bak**er**
tast**e** + ed = tast**ed**

When a word ends with *e,* you usually drop that *e* before adding an ending that starts with a vowel. Notice how the *e* drops off the words *come, bake,* and *taste* before the endings *ing, er,* and *ed.*

Directions: Each word has an ending that starts with a vowel—such as *er, ed,* or *ing.* Write the word as it would be without that ending. For example, if you read *racing,* you will write *race.*

16 maker
17 liked
18 taking
19 wasting
20 tasted

Use Your Imagination

Suppose all the buildings in your town were torn down. And suppose you could plan how to rebuild them. You could have bigger houses or smaller ones, stores and churches or parks and playgrounds. Tell how you would like your town to be.

Funny Money

1 Long ago, people didn't go to an office or factory to earn money. They found it on the ground. The money was large, round, and flat. It looked just like what it was—a stone!

2 Because the stones were special and very hard to find, they were valuable. The larger the stone, the more it was worth. The smallest money stone—about the size of a dinner plate—might buy a fish or a small pig.

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3 Slaves carried the big stones when people went shopping. The richest men had stones too big and heavy to carry around. The men left these stones in front of their houses. Everyone could see how rich they were.

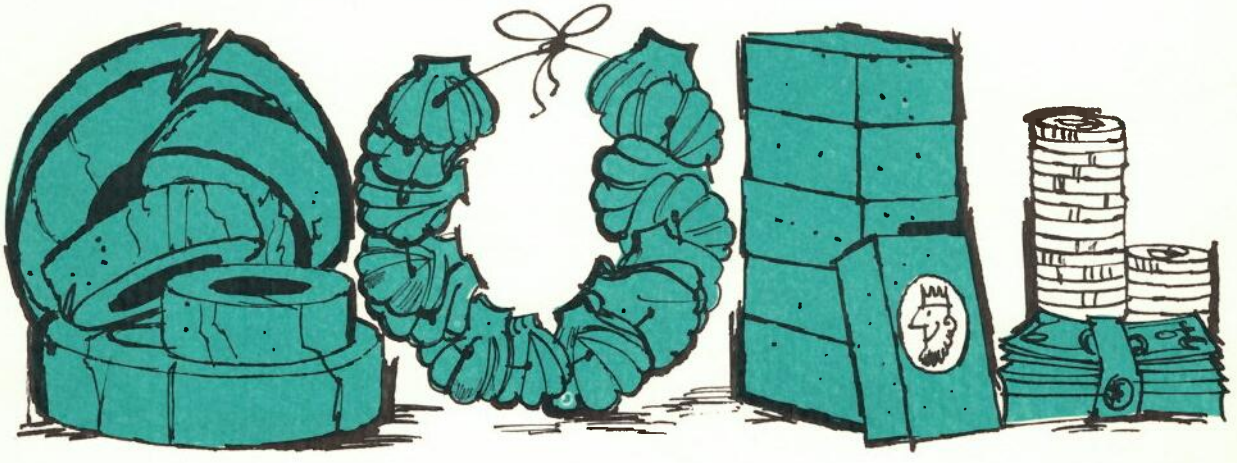
4 Some people found their money at the seashore. They used red, black, and white shells. The women broke the shells into small pieces. They polished them and made holes in them. Then they strung them on strings. One string of shell money would buy food. A hundred strings might buy a canoe or a cow.

5 Some people could eat their money. They made money out of salt. They shaped it into small bricks. The bricks were all of the same size and value. They were stamped with a picture of the king. This meant the king would accept salt as money. If the king would take it, then everyone else would too.

6 Salt money wasn't as heavy as stone money. It wasn't as hard to find as shell money. But when it rained, salt money might melt.

7 Finally people started using metal for money. They used copper and silver and gold. Metal wasn't easily hurt by water or heat or time. And since there wasn't very much of it, everyone wanted it. Metal money was made in many shapes. It was made in chunks, circles, and rings. Some of it was shaped and stamped like salt money.

8 Metal money is much better than salt or shell or stone money. But if you have a lot of it, metal money is hard to carry around. It is heavy and takes up too much space. So today we also have paper money. It has numbers printed on it to show how much the money is worth.



How Well Did You Read?

1 (*Tell the reason.*) The stones people used as money were valuable because they
- **a** were hard to carry
- **b** were very hard to find
- **c** wouldn't melt in the rain

2 (*Recall a detail.*) Other things that people used as money were
- **a** canoes
- **b** cows
- **c** seashells

3 (*Recall a detail.*) The picture of the king stamped on salt bricks showed that
- **a** the king would accept them as money
- **b** people liked the king very much
- **c** the king wanted his picture on everything

4 (*Tell what was different.*) The bricks of salt used as money were different from other kinds of money because they
- **a** could be eaten
- **b** might melt in the rain
- **c** Both *a* and *b*

5 (*Recall the reason.*) We have paper money because
- **a** it's easier to print pictures on
- **b** it's easier to carry around
- **c** people ran out of salt

Learn about Words

A Often you can find out the meaning of a word by seeing how it is used in a story. The other words in the story give you clues.

Directions: Find the word in the story that best fits each meaning below. (A paragraph number tells you where to look.) Write the word.

1 building or group of buildings where things are made (1)
2 work for (1)
3 not common; unusual (2)
4 smoothed and shined (4)
5 light boat moved by paddles (4)
6 agree to receive; take (5)
7 lumps; thick pieces (7)
8 room (8)

B A word may have more than one meaning. Its meaning will depend on how it is used. For example:

My dad is a football fan.
He keeps cool with an electric fan.

Directions: Look at each word in heavy type below. Note the paragraph number. Look back at the paragraph. How is the word used there? Which meaning does it have? Write **a** or **b**.

9 shells (4)
- **a** hard coverings of sea animals
- **b** metal cases for gunpowder

10 lot (8)
- **a** fate; fortune in life
- **b** large amount

C

oil **boy**
boil **royal**

The sound of *oi* is the same as the sound of *oy*. When this vowel sound comes before a consonant, it is usually spelled with *oi*—as in *oil*. When it comes at the end of a word (as in *boy*) or before a vowel (as in *royal*), it is usually spelled with *oy*.

Directions: There are three words on each line. Two of them have the same vowel sound. Write the two that have the same vowel sound.

11 spoil, spot, poison

12 foil, foot, loyal

13 comb, coil, royal

14 destroy, distaste, toil

15 voyage, spoil, space

D

sandy + er = sandier
happy + ly = happily

When a word ends in *y*, you usually change that *y* to *i* before adding an ending. Notice how the final *y* of *sandy* and *happy* becomes *i* in *sandier* and *happily*. But sometimes the *y* does not change.

play + er = player
copy + ing = copying

When there is a vowel before the *y* (as in *play*), the *y* does not change. When the ending is *ing*, the *y* does not change.

Directions: Each word has an ending of two or more letters. Write the word as it would be without the ending. For example, if you read *candies*, you will write *candy*.

16 paying
17 luckily
18 sillier
19 merrily
20 praying

Use Your Imagination

Imagine that you lived in a land without money. Would you trade things to get other things? Or would everybody just share freely? Tell how you'd like it to be.

The March of the Lemmings

by Bertha Morris Parker and Thomas Park

1 Every three or four years, herds of lemmings do a strange thing. Thousands of these animals leave their homes. They begin a long march that ends in death for most of them.

2 Lemmings are small animals that look like fat rats. They have thick brownish fur, short limbs, and stubby tails. They live in the cold northern parts of the world. Great numbers of

Adapted from THE LEMMINGS OF NORWAY AND SWEDEN from *Animal Travels* by Bertha Morris Parker and Thomas Park, published by Row, Peterson and Company (now Harper & Row, Publishers, Inc.). Copyright © 1960, 1958, 1951, 1941.

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them are found in Norway and Sweden. They live in the hills and mountains.

3 The lemmings of Norway and Sweden have many enemies. Foxes, wolves, dogs, bears, and hawks eat them. This keeps the lemmings from growing in numbers.

4 For three or four years the number of lemmings stays about the same. Then more babies are born. They eat more roots, mosses, grasses, and other plants. The number of lemmings grows quickly. Now the foxes, wolves, dogs, bears, and hawks keep on eating the lemmings. But this no longer stops the lemmings from growing in numbers.

5 Soon there are too many lemmings in one place. They are too crowded. They become restless. Large herds of lemmings start to migrate, or leave their homes. Maybe they are looking for new food supplies. Or maybe it's just the crowding that makes them restless.

6 The lemmings travel down from the hills and mountains. Nothing stops them. If they come to a cliff, they go over it. If they come to a stream or a lake, they jump in and swim across. They even eat through haystacks that are in their path.

7 The lemmings don't hurry. They keep moving steadily. They travel at night and rest and feed by day. As they move along, the herd grows. More babies are born. The animals that feed on the lemmings follow them and eat them. Many lemmings die of disease, too. Soon there are few left, but they keep moving.

8 Lemmings that escape all other dangers come to the sea. They don't stop. They jump into the sea and start to swim. Perhaps they think they can swim across it. They have no way of knowing how wide the sea is. Soon they drown.

9 The march of the lemmings may take two or three months. It may take even longer. It ends when the last of the marchers enters the sea and drowns.

10 That is not the end of *all* lemmings, of course. Not all of them leave their homes to make this march. A few always stay behind. They will have babies. Their babies will have babies. In a few years there will be great numbers of them. Then they, too, will form herds. Most of them will begin their own march toward death. Why do they do it? Scientists don't have all the answers yet. But they keep studying lemmings. They keep hoping to find out.

How Well Did You Read?

1 (*Recall a detail.*) Lemmings look like
- **a** small, fat rats
- **b** foxes or dogs
- **c** large bears

2 (*Recall the reason.*) One reason the lemmings leave home may be that
- **a** they migrate yearly, just as many birds do
- **b** they have to go looking for water because the streams have dried up
- **c** there are too many of them and the crowding makes them restless

3 (*Recall the result.*) When the lemmings come to the sea, they
- **a** turn back and go home
- **b** start swimming and drown
- **c** stop at the water's edge

4 (*Recall a detail.*) The march of the lemmings may take
- **a** a few days
- **b** one day
- **c** two or three months

5 (*Tell the story's purpose.*) The purpose of the story is to tell
- **a** about the lemmings' march to death
- **b** how animals live in Norway and Sweden
- **c** about the lemmings' feeding habits

Learn about Words

A Often you can find out the meaning of a word by seeing how it is used in a story. The other words in the story give you clues.

Directions: Find the word in the story that best fits each meaning below. (A paragraph number tells you where to look.) Write the word.

1 odd; unusual (1)
2 stumpy; short and thick (2)
3 uneasy; unable to rest (5)
4 groups; flocks (5)
5 rush; go fast (7)
6 constantly (7)
7 avoid; get safely past (8)
8 goes into (9)

B A word may have more than one meaning. Its meaning will depend on how it is used. For example:

My dad is a football fan.
He keeps cool with an electric fan.

Directions: Look at each word in heavy type below. Note the paragraph number. Look back at the paragraph. How is the word used there? Which meaning does it have? Write **a** or **b**.

9 limbs (2)
- **a** legs or arms
- **b** branches of a tree

10 keep (7)
- **a** last; stay fresh
- **b** continue; don't stop

C **care here fire more nurse**

When a vowel is followed by the letters *re* or *rse,* it can sound the way it does in these words.

Directions: Choose the word that makes sense in the sentence. Write that word.

11 Did the storm (**scare**, **score**) you?

12 Please (**share**, **shore**) that cake with me.

13 Do you (**care**, **core**) who wins the game?

14 Someone (**tire**, **tore**) the paper.

15 There is no (**mere**, **more**) to see.

D

unknown = un + known
mislead = mis + lead

When the letters *un* and *mis* are added at the beginning of a word, they are prefixes. The prefix *un* sometimes means "not." An *unknown* land is a land that is not known. The prefix *mis* sometimes means "wrongly." If a person *misleads* you, he leads you wrongly. Adding a prefix makes a new word.

Directions: Each word in heavy type needs a prefix. Choose the right prefix—*un* or *mis.* Then write the new word.

16 The package had the wrong label on it. It was __**labeled**.

17 I am not sure I know the answer. I am __**sure** of it.

18 I did not count the pennies right. I __**counted** them.

19 You did not spell that word right. You __**spelled** it.

20 I just can't pronounce that name. I always __**pronounce** it.

Use Your Imagination

Suppose you met a lemming that could talk and you asked him why lemmings go on their march. Write down what you think the lemming would say.

The Sheep's Story

by Paul Biegel

1 A shepherd's old dog had died. So he said to his sheep, "Please don't run away, for I no longer have a dog to find you."

2 But one of the sheep did run away, so the shepherd gave the oldest sheep his cloak and told him to watch the others while he searched for the lost sheep.

3 While he was gone, the prince came

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along. "Are you the shepherd?" he asked.

4 "No," said the sheep.

5 "Is the shepherd dead?"

6 "No, the dog is," said the sheep.

7 "Is the shepherd looking for a lost sheep?"

8 "Yes," said the sheep.

9 "Tell him to come to my palace for a new dog."

10 "Is it a nice dog?" asked the sheep.

11 "Of course," said the prince.

12 When the shepherd returned, the oldest sheep told him about the prince and they all went to the palace.

13 Before they entered, the shepherd took out a large comb and made a beautiful parting down the back of each sheep.

14 When they were presented to the prince he said, "Your sheep are neatly combed. I will give you Kazak."

15 The door opened and in came a dog so big that when he wagged his tail it caused a wind. Kazak rubbed his nose against the shepherd and then went among the sheep, saying hello.

16 "Thank you for this kind dog," said the shepherd. Kazak wagged his tail and all the curtains blew out of the windows. After that they left.

17 Years later the shepherd died. Kazak said to his sheep, "You mustn't run away now, for I have no shepherd to tell me to find you."

18 The oldest sheep said, "Kazak, you must take the cloak and be shepherd."

19 After that, when a sheep ran away, Kazak put on the cloak and shouted, "Kazak, find the sheep!" Then, throwing down the cloak, he would run off.

20 One day the prince came by and saw the shepherd's cloak. "Is the shepherd away?" he asked.

21 "No, he's dead," said the oldest sheep.

22 "Is Kazak looking for a lost sheep?"

23 "Yes."

24 "Tell him to come to my palace for a new shepherd."

25 "Is he nice?" asked the sheep.

26 The prince didn't answer and went away.

27 When Kazak heard about the prince, he took up his cloak and they all went to the palace. At the entrance he took out the comb and made a nice parting down the back of each sheep. After that they went inside.

28 "Your sheep look very handsome," said the prince. "Now you shall have a new shepherd."

29 They all waited for the door to open, but the prince said, "I'll be your new shepherd and tend you in my palace." So the sheep gathered around him and decided never to run away again.

30 And ever after, they grazed in the palace while Kazak napped on a big, soft couch.

How Well Did You Read?

1 (*Recall the result.*) When the shepherd's old dog died,
- **a** the prince gave the shepherd a new dog
- **b** the prince became shepherd
- **c** all the sheep ran away and were lost

2 (*Recall the details.*) Kazak was the name of the
- **a** new dog
- **b** prince
- **c** shepherd

3 (*Recall the reason.*) Kazak became a shepherd because the
- **a** prince made him a shepherd
- **b** shepherd died
- **c** oldest sheep was lost

4 (*Recall the reason.*) Kazak took the sheep and went to the palace because
- **a** the prince had asked him to come
- **b** the oldest sheep wanted to go there
- **c** he had promised the shepherd he would

5 (*Recall the order.*) The *last* thing that happened in the story was that
- **a** the old dog died
- **b** Kazak became shepherd
- **c** the prince became shepherd

Learn about Words

A Often you can find out the meaning of a word by seeing how it is used in a story. The other words in the story give you clues.

Directions: Find the word in the story that best fits each meaning below. (A paragraph number tells you where to look.) Write the word.

1 loose outer garment; cape (2)
2 hunted; looked (2)
3 came back (12)
4 went in (13)
5 very pretty (13)
6 yelled; called or cried loudly (19)
7 take care of; look after (29)
8 grouped; came together (29)

B A word may have more than one meaning. Its meaning will depend on how it is used. For example:

My dad is a football fan.
He keeps cool with an electric fan.

Directions: Look at each word in heavy type below. Note the paragraph number. Look back at the paragraph. How is the word used there? Which meaning does it have? Write **a** or **b**.

9 parting (13)
- **a** going away; leave-taking
- **b** line where the hair is separated with a comb

10 presented (14)
- **a** introduced; made known
- **b** given; offered as a gift

C **chair dear cheer roar door**

Each of these words has two vowel letters together followed by *r*. When two vowels come together and are followed by *r,* the vowel sound may be the sound you hear in these words.

Directions: Choose the word that makes sense in the sentence. Write that word.

11 Just walk up those (**chairs**, **stairs**) to the attic.

12 Tim closed the (**deer**, **door**) quickly.

13 They (**bearded**, **boarded**) up the house.

14 This boat has no (**oars**, **airs**).

15 Kathy won a doll at the (**fear**, **fair**).

D

dishonest = dis + honest
prewar = pre + war

When the letters *dis* and *pre* are added at the beginning of a word, they are prefixes. The prefix *dis* sometimes means "not." A *dishonest* girl is a girl who is not honest. The prefix *pre* sometimes means "before." A *prewar* house is a house built before the war. A prefix is fixed to a word before the first letter. Adding a prefix makes a new word.

Directions: Each word in heavy type needs a prefix. Choose the right prefix—*dis* or *pre.* Then write the new word.

16 Telling lies is not honest. It is __**honest**.

17 I don't like hot weather. I __**like** it very much.

18 The food was already cooked. It was __**cooked**.

19 I had to pay before the book was sent. I had to __**pay** the charges.

20 Heat the oven before you bake the cake. You must __**heat** the oven.

Use Your Imagination

Some time after the sheep were taken to the palace, the prince died. What do you think happened to the sheep then? Who took care of them? Write your own story about this.

The Biggest Mouse in the World

by Charles House

1 Jimmy was a meadow mouse. He had wonderful ears.

2 He could hear the breezes when they whispered through the tall grass—*feeeeooooooo.*

3 He could hear an acorn fall out of an oak tree far away—*kuk.*

4 He could hear a snowflake when it nestled onto the earth next to his ear—*thuth.*

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5 The reason Jimmy could hear so well is that he listened. He listened all the time. Jimmy was wise to listen. He couldn't see as well as other meadow mice. Perhaps he needed glasses.

6 One day Jimmy was looking for the tiny seeds he liked to eat for lunch. In the sky the great hawk could see Jimmy in the meadow. He dropped out of the sky like a falling star.

7 At the last second, Jimmy heard the wind whistling through the hawk's wings—*sssssssss.* Jimmy scurried under a fallen tree trunk.

8 On another day the old owl saw Jimmy as he moved through the grass. The old owl flew swiftly and quietly toward Jimmy. Jimmy heard the air slip through the owl's wings—*phhhhhhhhhhhh.* Jimmy ran under a crooked old rock.

9 On another day the prowling fox crept toward Jimmy. He crouched down and got ready to leap. But Jimmy heard a *tst* as the fox's claws touched a stone. He ran into a hole in the ground and was safe.

10 One day Jimmy came to a place where there was a circle of very large seeds. They looked so good and so big!

11 Jimmy tried to eat one of the big seeds. But before he could reach it, his nose bumped into something hard.

12 He tried to eat another one of the big seeds. Again his nose bumped into something hard.

13 That something hard that Jimmy had found was a round piece of glass.

14 He used his paws to see if he could raise an edge of the circle of glass. He could. He looked beneath it and saw that the seeds were tiny. He set the glass down again and looked. The seeds were big!

15 What a wonderful thing! The glass made the small seeds turn big!

16 Then Jimmy lifted the whole glass off the ground. He found that if he walked on his hind legs he could carry the glass over his head with both paws. Jimmy was sure that now he would find seeds easily when he looked for his lunch.

17 Jimmy walked along carrying the circle of glass over his head. He was so happy about his great discovery! But he forgot to listen.

18 High in the air, the great hawk saw Jimmy. He dropped out of the sky like a falling star. At the very last second Jimmy heard the sound of the wind through feathers—*sssssssss.*

19 Jimmy looked up through the circle of glass. He was frightened. What a huge, terrible hawk!

20 At the same time, the hawk looked through the glass at Jimmy. He spread his wings and slowed down—fast! Then he flew far away. The hawk was filled with fear. What a huge, terrible mouse! It was the biggest mouse in the world!

21 Now Jimmy always carries the circle of glass with him wherever he goes. The hawk, the owl, and the fox have moved away. They moved to a field where the mice are not so terrible or so huge.

22 Jimmy still lives in the meadow. There the seeds are bigger and easier to find than they ever were before.

How Well Did You Read?

1 (*Recall the details.*) It was a good thing that Jimmy listened well because he couldn't
- **a** run very fast
- **b** see very well
- **c** Neither *a* nor *b*

2 (*Recall the reason.*) Jimmy was able to run away from the hawk and the owl because he
- **a** smelled them
- **b** saw their shadows
- **c** heard the sound of their wings

3 (*Recall the result.*) When Jimmy came to the circle of big seeds and tried to eat a seed,
- **a** he hit his head on a rock
- **b** his nose bumped into something hard
- **c** the wind blew the seed away

4 (*Recall the reason.*) The hawk was frightened away because Jimmy
- **a** made an awful noise
- **b** showed his big teeth
- **c** looked big through the glass

5 (*Recall the details.*) What happened to the hawk, the owl, and the fox?
- **a** They moved to another field.
- **b** They were never seen again.
- **c** They came to the field only at night.

Learn about Words

A Often you can find out the meaning of a word from the way it is used in a story. The other words in the story help you.

Directions: Look at the numbered paragraph in the story. Find the word that best fits each meaning below. Write the word.

1 grassland (1)
2 settled; snuggled (4)
3 scampered; hurried (7)
4 very fast; quickly (8)
5 below; under (14)
6 afraid (19)
7 dreadful; fearful (19)

B Many words have more than one meaning. The way a word is used tells you which meaning the writer had in mind.

Directions: Look at each word in heavy type below. Look back at the numbered paragraph in the story. Which meaning does the word have there? Write **a** or **b**.

8 trunk (7)
- **a** the main stem of a tree
- **b** a large box for storing things

9 touched (9)
- **a** affected the feelings or sentiments
- **b** came against; made contact with

10 reach (11)
- **a** stretch out
- **b** get to; come to

C

fullness = full + ness
punishment = punish + ment

When the letters *ness* and *ment* are added at the end of a word, they are suffixes. A suffix is a group of letters added at the end of a word to change the word's meaning. Learning to recognize suffixes makes you able to read many new words.

Directions: Notice that each word is made up of a shorter word and a suffix (*ness* or *ment*). Find the shorter word and write it without the suffix. For example, if you read *meanness,* you will write *mean.*

11 astonishment
12 weakness
13 strangeness
14 embarrassment
15 kindness

D

be/gan	(began)
de/mand	(demand)

Some words begin with the syllable *be* or *de.* When you divide a word into syllables, you may find it easier to read.

Directions: Decide which syllable (*be* or *de*) will finish the incomplete word so that the sentence makes sense. Write the completed word. For example, if you see *__gan,* you will write *began.*

16 The old witch put the princess to sleep with a magic spell. The princess was **__witched**.
17 We should start that job soon. Let's **__gin** it right after lunch.
18 The boys told Mr. Jones they broke the window. He will **__mand** payment for it.
19 Your mother is calling you. Go home **__fore** she becomes angry.
20 Both dresses are pretty. I can't **__cide** which to buy.

E

big	tall
little	short

Words with opposite meanings are called antonyms. *Big* is an antonym of *little. Tall* is an antonym of *short.*

Directions: Choose the word that means the *opposite* of the word in heavy type. Write it.

21 **alive** is an antonym of (dead, living)
22 **glad** is an antonym of (sorry, happy)
23 **quick** is an antonym of (fast, slow)
24 **stop** is an antonym of (end, begin)
25 **high** is an antonym of (tall, low)

Use Your Imagination

Suppose Jimmy had not found the glass. Can you think of another way that he might have scared the hawk? Tell what Jimmy could have done.

Books: From the Beginning

by Susan Bartlett

1 Long ago there were no books. Parents told stories to their children. The children grew up. And they told the same stories to their children. Over the years, the number of stories grew and grew. Soon a person could not remember them all. He needed something to help him. So some people made marks on wooden sticks. Others tied knots in pieces of colored

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string. Each knot meant something. But after people learned to write, it was easier to keep records.

2 The oldest kind of writing was done with a sharp stick called a *stylus.* Marks were made in soft clay. Then the clay was baked until hard. Clay tablets were not books. But they were a start.

3 Other people wrote on palm leaves and tree bark with the stylus. But bark and palm leaves didn't last.

4 The tough papyrus plant did last. From it, the people of Egypt made papyrus rolls at least 5000 years ago. On these rolls they drew picture words.

5 In time, though, people grew tired of unwinding the long rolls. So they folded sheets of papyrus in half and tied them together. At last books began to look more as they do now.

6 By about the year 1300, parchment had taken the place of papyrus. Parchment was made from animal skins. The Christian monks made the books in those times. Their books were called *manuscripts,* which means that they were *written by hand.* The monks copied early writings onto parchment. And they added pictures. The books were lovely. But it still took a long, long time to copy just one book.

7 Block books came next. They told stories in pictures. People who couldn't read liked them. The pictures were cut on blocks of wood. They were called woodcuts. Each block was then covered with ink and pressed onto paper. Block books were cheap and fast to make. But all other books were still very scarce. Only the rich could have them.

8 Then came an important development. In Germany, about the year 1445, Johann Gutenberg introduced movable type. Type, or letters cut from metal, could be used over and over. Books could be made faster and cheaper. Printing took the place of writing each book slowly by hand. But printing was a new idea only to the Western world. The Chinese had been printing this way for hundreds of years.

9 Printing quickly spread from Germany to other countries. Because of the speed and ease of this kind of printing, there were more books. People began to read plays, poetry, and travel books, as well as Bibles and prayer books.

10 If Gutenberg could see a printing plant now, it would seem like magic to him. Thousands of books are printed at once. A machine printed the words of this very story. They were printed on one big sheet of paper. Then the sheet was folded. The edges were cut. And machines did it all.

11 Millions of people can now own and read books. In books the things man knows can be kept and shared. Knowledge and ideas are not forgotten. Perhaps this story will be read by your grandchildren. Then they, too, can share the story of books.

How Well Did You Read?

1 (*Recall the details.*) The oldest kind of writing was done with a stylus on
- **a** clay tablets
- **b** parchment
- **c** papyrus rolls

2 (*Recall the order.*) The books that were made of parchment appeared *before*
- **a** papyrus rolls
- **b** block books
- **c** clay tablets

3 (*Recall the reason.*) People who couldn't read liked block books because the books
- **a** were cheap and fast to make
- **b** had easy stories in them
- **c** told stories in pictures

4 (*Recall the result.*) Because Gutenberg introduced type,
- **a** printing replaced books written by hand
- **b** books could be made faster and cheaper
- **c** Both *a* and *b*

5 (*Recall the details.*) Before books were printed, only rich people could have books; today millions of people can
- **a** read books
- **b** own books
- **c** Both *a* and *b*

Learn about Words

A Often you can find out the meaning of a word from the way it is used in a story. The other words in the story help you.

Directions: Look at the numbered paragraph in the story. Find the word that best fits each meaning below. Write the word.

1 recall; keep in mind (1)
2 beginning (2)
3 beautiful (6)
4 hard to find; rare (7)
5 new happening; event (8)
6 lack of trouble; simplicity (9)
7 passed on to other people; used and enjoyed by others (11)

B Many words have more than one meaning. The way a word is used tells you which meaning the writer had in mind.

Directions: Look at each word in heavy type below. Look back at the numbered paragraph in the story. Which meaning does the word have there? Write **a** or **b**.

8 **tough** (4)
- **a** strong; hardy
- **b** rough; fond of fighting

9 **covered** (7)
- **a** coated; spread with
- **b** protected; kept from injury

10 **introduced** (8)
- **a** presented one person to another
- **b** started using; brought into use

C

careless = care + less
careful = care + ful

When the letters *less* and *ful* are added at the end of a word, they are suffixes. A suffix is a group of letters added at the end of a word to change the word's meaning. Learning to recognize suffixes makes you able to read many new words.

Directions: Notice that each word is made up of a shorter word and a suffix (*less* or *ful*). Find the shorter word and write it without the suffix. For example, if you read *matchless,* you will write *match.*

11 helpful
12 fatherless
13 tearful
14 restless
15 delightful

D

ex/plain	(explain)
com/plete	(complete)

Some words begin with the syllable *ex* or *com.* When you divide a word into syllables, you may find it easier to read.

Directions: Decide which syllable (*ex* or *com*) will finish the incomplete word so that the sentence makes sense. Write the completed word. For example, if you see *__plete,* you will write *complete.*

16 It was Al's first trip to the cave. He couldn't wait to **__plore** it.
17 Don't be noisy! If you bother the others, they'll **__plain**.
18 I didn't finish the book. I read it all **__cept** the last chapter.
19 The winners will play each other tomorrow. They'll **__pete** for the prize.
20 Your dog is well trained. It always obeys your **__mands**.

E

tiny	nearly
small	almost

Words with the same meaning are called synonyms. *Tiny* is a synonym of *small. Nearly* is a synonym of *almost.*

Directions: Choose the word that has the *same* meaning as the word in heavy type. Write it.

21 **tidy** is a synonym of (neat, careless)
22 **grasp** is a synonym of (grab, breath)
23 **noisy** is a synonym of (quiet, loud)
24 **assist** is a synonym of (help, bother)
25 **simple** is a synonym of (hard, easy)

Use Your Imagination

Suppose you wanted to make a book all by yourself. What sort of material would you use to make the book? What would you put in your book? What kinds of pictures? How would you cover it? Tell about it.

Something for Bird Partridge

(a true story about American Indians)

by Flora Mae Hood

1 Every day the school bus took the Cherokee Indian children home from school. On this day Ada Armachain sat next to the window, silent. This afternoon, teacher had said they would visit old Bird Partridge the next day.

2 Bird Partridge was a very old Cherokee man. He was sick, too sick to walk. And he was very wise. Teach-

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er said everyone should bring him a present, something valuable.

3 Ada turned to the girl next to her on the bus, "What does *valuable* mean?"

4 "I don't know," she answered. "Ask the bus driver."

5 So Ada asked him.

6 "Valuable! That's a big word for a little girl. What is valuable to me might not be valuable to you."

7 When Ada got home, she found her mother in the yard. "I need something valuable to take to Bird Partridge," Ada said. "What is valuable, mamma?"

8 "Something that is valuable to you is something that you want or need very much. Now go find some wild greens by the creek close to grandma's house. Take a basket and get some for supper. While you're there, ask grandma what to take for Bird Partridge. She's very wise and very old. She'll know."

9 Ada walked fast to grandma's. On her way she stopped to pick the greens. Suddenly she saw a violet.

10 Here is something valuable, Ada thought. Maybe it would make Bird Partridge feel better to have a little violet.

11 Ada pulled the plant up by its roots and put it in a little can she found nearby. She decided to ask grandma if the violet would be valuable to the sick old man.

12 When Ada got to grandma's, she kissed her and gave her half the greens. Then she showed her the violet and told about tomorrow's trip.

13 Grandma looked at the violet again. "Yes, my dear, this is a lovely bird's-foot violet—most valuable. Old Bird Partridge can no longer go to the woods, so your violet will bring the woods to him."

14 The next day Ada took her violet to school. The other children had brought jars of peaches, jam, and honey. There were loaves of bread and coffee, too. Now Ada wasn't sure that grandma was right about her gift. The other children's things were more valuable than hers. But it had been the only gift she could find, and now it was too late.

15 The children got into the bus and rode through the woods to the Cherokee reservation where Bird Partridge lived.

16 At Bird Partridge's house, teacher knocked and she and all the others went inside. But Ada stayed on the porch. She didn't want to take her gift to the old man. She didn't think he'd like it.

17 After a while teacher and the children came out. Teacher put her hands on Ada's shoulders and said, "Take your gift to Bird Partridge. I told him you brought something valuable. He wants to see it—and he wants to see you, to ask about your grandma."

18 Ada went in and shyly offered her gift to the sick man.

19 "Why, it's a bird's-foot violet!" he said. "I never thought I'd live to see another. Thank you, my child. The beauty of the woods makes my heart glad. You've brought the most valuable gift of all. You've brought me spring!"

How Well Did You Read?

1 (*Recall the reason.*) On the way home from school, Ada was silent because she
- **a** was thinking about the visit to Bird Partridge
- **b** couldn't spell *valuable*
- **c** Neither *a* nor *b*

2 (*Recall the details.*) Who told Ada what the word *valuable* meant?
- **a** The teacher
- **b** Her mother
- **c** A bus driver

3 (*Recall the reason.*) Grandma thought the bird's-foot violet was a valuable gift because
- **a** it would bring the woods to Bird Partridge
- **b** it was Bird Partridge's favorite flower
- **c** Ada had hunted a long time to find it

4 (*Recall what was different.*) Ada's gift wasn't like the other children's gifts because it wasn't something to
- **a** wear
- **b** eat
- **c** use

5 (*Recall the result.*) When Ada gave the violet to Bird Partridge, he told her that
- **a** it was the most valuable gift of all
- **b** she had brought him spring
- **c** Both *a* and *b*

Learn about Words

A Often you can find out the meaning of a word from the way it is used in a story. The other words in the story help you.

Directions: Look at the numbered paragraph in the story. Find the word that best fits each meaning below. Write the word.

1 quiet; still (1)
2 gift (2)
3 leaves and stems of plants used for food (8)
4 made up her mind (11)
5 correct (14)
6 bashfully; timidly (18)
7 presented; held something out to be taken (18)

B Many words have more than one meaning. The way a word is used tells you which meaning the writer had in mind.

Directions: Look at each word in heavy type below. Look back at the numbered paragraph in the story. Which meaning does the word have there? Write **a** or **b**.

8 plant (11)
- **a** a living thing growing from earth
- **b** the buildings and machinery used for making things

9 reservation (15)
- **a** place where American Indians live
- **b** space held on a plane

10 spring (19)
- **a** season of the year
- **b** stream of water

C

teach + er = teacher
act + or = actor

The letters *er* and *or* can be added to a word to make a new word. The new word usually tells what we call a person who does a certain thing. Does a person *teach?* Then he is a *teacher.* Does a person *act?* Then he is an *actor.* Not every word that ends in *er* or *or* is like that, though. Here are two that do *not* mean a person who does something:

hunger *horror*

Directions: If the word in heavy type means someone who does a certain thing, write "yes." If it does not, write "no."

11 My Aunt Mildred thinks she is a **singer**.
12 Is the **river** deep enough for swimming?
13 The boy was filled with **terror**.
14 Mountain **climbers** must be very brave.
15 George was the best **reader** in his class.

D **a**ll frogs **j**ump
a b c d e **f** g h i **j** k l

The words *all frogs jump* are in alphabetical order. They start with the letters *a, f,* and *j.* The letter *a* comes first in the alphabet. The letter *f* comes later. Still later comes *j.* Understanding alphabetical order helps you use the dictionary.

Directions: The three words on each line are not in alphabetical order. Suppose they were. Which word would come *last?* Write that word.

16 lions can growl
17 babies look happy
18 is Dan lost
19 scared cats jump
20 May hates chocolate

E Sue is as thin as a pencil.

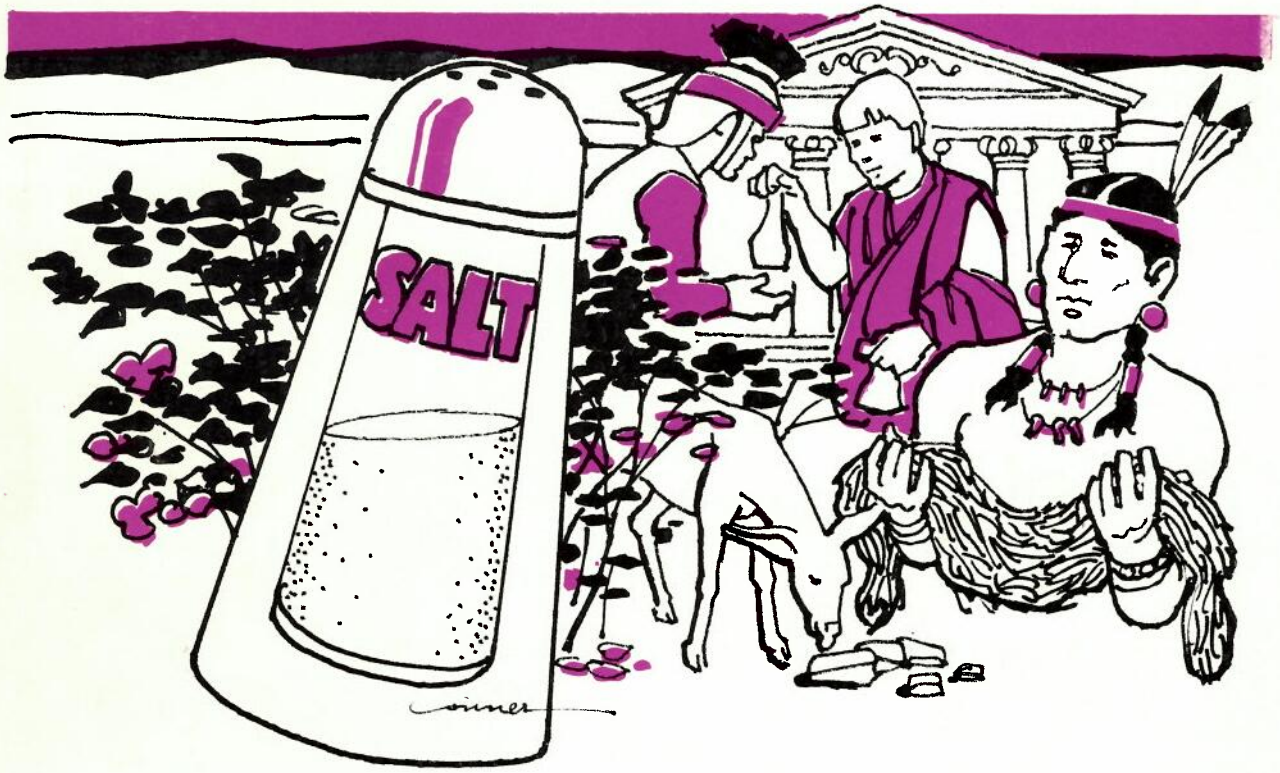
This sentence helps you understand how thin Sue is. The phrase "as thin as a pencil" is a *figure of speech.* It is just a different way of saying that Sue is very, very thin.

Directions: Write the word that best completes the sentence.

21 The children are noisy. A flock of birds is noisy. The children are as ____ as a flock of birds.
22 Her hands are smooth. Silk is smooth. Her hands are as smooth as ____.
23 Stars are bright. Diamonds are bright. The stars are as ____ as diamonds.
24 Harry is big. A giant is big. Harry is as big as a ____.
25 Molly's face is round. A saucer is round. Molly's face is as ____ as a saucer.

Use Your Imagination

Suppose your best friend was having a birthday. You wanted to give your friend a *valuable* gift. What would you choose to give? Tell why you would give this gift.



Salt Was More than a Seasoning

by Dorothy Telfer

1 Salt is one of the commonest things in the world. It is so common that most people don't know how interesting it is. This simple seasoning has been the cause of war. It has been used as money. Salt has been used as a good luck charm and as a sign of good faith. It has been used to punish a conquered nation.

2 The history of salt is a long one.

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No one knows when or where it was first used. Salt was used long before man knew how to write about it.

3 The Bible tells about salt. In biblical times men used it to preserve food as well as to make it taste better.

4 In an ancient country called Phoenicia, one man would give another a small bag of salt when making a promise. This was called "binding the promise with salt."

5 Long ago in Rome, salt was used to pay soldiers. The Romans' word for this salt payment was *salarium.* That's why, even today, a man's paycheck is called his *salary.* This old Roman custom of paying with salt also gave us the saying "He's not worth his salt."

6 The Romans found a cruel use for salt. Once they were at war with Carthage, a state in North Africa. The Romans killed or captured nearly all their enemies and burned the chief city. Then they scattered salt on the ground so that nothing could grow there.

7 The early Greeks made offerings of salt to their gods. And they thought that spilling salt at the table would bring bad luck. But hundreds of years later, other people decided that salt brought good luck. They sprinkled rooms with it. They washed babies with it. And they put small bags of salt around the necks of their children to keep them from harm.

8 About a thousand years ago, a great salt mine was found in Poland. Wars were fought over this salt supply. The mine has some sixty-five miles of huge, dark rooms. Many things were carved in the salt by the men who worked there. People from all parts of the world go there to see the carved chapels, statues, and murals.

9 Long ago the king of France would not let just anyone mine salt. Only special people were allowed to do it. All people had to pay a high tax on salt. Poor people could not buy it. The salt tax was one of the things that brought on the war called the French Revolution.

10 Some four hundred years ago the same thing took place in India. A tax was put on salt. This caused much hardship among the poor. The tax led to a war called the Salt Rebellion.

11 When America was a new land, salt was hard to find. Indians needed salt so much that some of them gave furs, food, and land for it.

12 As settlers were moving to the American West, they followed salt trails. Animals, which need salt, found spots where they could lick rock salt. The trails they made going to these "salt licks" became roads that settlers took.

13 It's not hard to get salt now. It's sold in any market. How strange it seems that men once fought and died for it!

How Well Did You Read?

1 (*Recall the details.*) The Bible tells of men using salt to
- **a** preserve food
- **b** bring good luck
- **c** Both *a* and *b*

2 (*Recall the details.*) Long ago in Rome salt was used to
- **a** preserve food
- **b** worship gods
- **c** pay soldiers

3 (*Recall the reason.*) People used to sprinkle rooms with salt so that they would
- **a** be protected from evil spirits
- **b** have good luck
- **c** always have salt on hand

4 (*Recall the reason.*) People go to a great salt mine in Poland to
- **a** watch salt miners at work
- **b** see the things carved in salt
- **c** gaze at the huge piles of salt

5 (*Recall the result.*) In two countries a tax on salt caused the people to
- **a** stop buying salt
- **b** start a war
- **c** buy salt from other lands

Learn about Words

A Often you can find out the meaning of a word from the way it is used in a story. The other words in the story help you.

Directions: Look at the numbered paragraph in the story. Find the word that best fits each meaning below. Write the word.

1 flavoring; something used on food to improve the taste (1)
2 defeated; overcome by force (1)
3 unkind; harsh and painful (6)
4 gifts given in worship (7)
5 shaped by cutting (8)
6 brought about; was the reason for (10)
7 paths or roads (12)

B Many words have more than one meaning. The way a word is used tells you which meaning the writer had in mind.

Directions: Look at each word in heavy type below. Look back at the numbered paragraph in the story. Which meaning does the word have there? Write **a** or **b**.

8 **simple** (1)
- **a** common; ordinary
- **b** dull; weak in mind

9 **preserve** (3)
- **a** keep safe; protect from harm
- **b** keep fresh; keep from spoiling

10 **scattered** (6)
- **a** separated and went in different directions
- **b** sprinkled; threw here and there

C

fullness = full + ness
punishment = punish + ment

When the letters *ness* and *ment* are added at the end of a word, they are suffixes. A suffix is a group of letters added at the end of a word to change the word's meaning. Learning to recognize suffixes makes you able to read many new words.

Directions: Notice that each word is made up of a shorter word and a suffix (*ness* or *ment*). Find the shorter word and write it without the suffix. For example, if you read *meanness,* you will write *mean.*

11 warmness
12 enjoyment
13 hardness
14 wonderment
15 management

D

be/gan	(began)
de/mand	(demand)

Some words begin with the syllable *be* or *de.* When you divide a word into syllables, you may find it easier to read.

Directions: Decide which syllable (*be* or *de*) will finish the incomplete word so that the sentence makes sense. Write the completed word. For example, if you see *__gan,* you will write *began.*

16 Tell me how the accident happened. __**scribe** it as well as you can.
17 We started to build our clubhouse last week. We __**gan** it Saturday morning.
18 I couldn't go to the party. I had to __**cline** the invitation.
19 He does not like his drawing. He wants to __**stroy** it.
20 The gold was hidden on the island. It was buried __**neath** a big rock.

E

big	tall
little	short

Words with opposite meanings are called antonyms. *Big* is an antonym of *little. Tall* is an antonym of *short.*

Directions: Choose the word that means the *opposite* of the word in heavy type. Write it.

21 **sweet** is an antonym of (sour, sugary)
22 **kind** is an antonym of (good, cruel)
23 **different** is an antonym of (unlike, like)
24 **strong** is an antonym of (weak, powerful)
25 **light** is an antonym of (heavy, bright)

Use Your Imagination

Suppose you were asked to think of a way to use salt. What could you do with it besides putting it on food? Tell about your use for salt.

THE EGGS

(a Greek folktale)
by Aliki

PURPLE 5 Lab 1c

1 Once there was a sea captain whose most precious possession was his boat.

2 The captain sailed to many ports. And he knew most of them well. But one day he docked in a port that he seldom visited.

3 As his crew unloaded the boat, the captain told them he was going to lunch.

4 He saw an inn and entered.

5 "Good afternoon," he said. "What do you have to eat?"

6 "Nothing," answered the innkeeper. "I've just run out of food."

7 "Then I'll find another place to eat," said the hungry captain.

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8 "Wait," said the innkeeper. "I just fried four eggs. Maybe you'd like them."

9 "That should satisfy anybody's hunger," answered the captain, and he took a seat.

10 Just as he was finishing his meal, one of his sailors ran in.

11 "Quick, Captain!" he cried. "A storm is coming."

12 The men ran out so fast that the captain forgot to pay for the eggs.

13 They quickly sailed off before the winds could do any damage to the boat.

14 Six years passed. At last the captain returned to the place where he'd eaten the eggs. He'd never forgotten his unpaid bill.

15 The captain greeted the innkeeper and explained who he was. "Now I'd like to pay for the eggs."

16 "Fine," said the innkeeper. "That will be five hundred gold pieces."

17 "What!" cried the captain. "Who ever heard of such a price for four eggs?"

18 "If I'd had those eggs," said the innkeeper, "I'd have put them under a hen. They'd have hatched. I'd have had two hens and two roosters. They'd have multiplied, and in six years I'd have had a huge chicken farm. It would have brought me great wealth. Now, pay me or I'll take you to court."

19 The captain was in despair. Such a price would cost him his precious boat.

20 But the innkeeper would listen to no explanations. "I'll see you in court tomorrow!" he shouted.

21 The captain walked up and down the street. Then he passed a café. He decided to go in and think over his problem. He found a seat and ordered a cup of coffee.

22 Then he heard a voice ask, "What's wrong? You look unhappy."

23 He glanced up and saw a friendly-looking man sitting nearby. The captain told the man his story.

24 "You've spoken to the right person," the man said. "I'm a lawyer. I'll see that you don't lose your boat tomorrow."

25 The next morning the captain arrived in court at seven o'clock. The lawyer didn't arrive until twelve.

26 "Where have you been?" asked the judge.

27 "I'm sorry, sir," said the lawyer, "but when you hear my story, you'll know why I'm so late.

28 "This morning a friend gave me a sack of beans. My wife likes beans so much that she cooked them all. We ate them for breakfast, but we couldn't finish them. So we took the leftovers and planted them."

29 "You planted the cooked beans?" laughed the innkeeper. "Who ever heard of cooked beans sprouting?"

The lawyer turned to him and said, "AND WHO EVER HEARD OF FRIED EGGS HATCHING?"

31 At once the innkeeper saw how foolish he was being.

32 The judge ordered the captain to pay for his four fried eggs. The captain did it gladly. Then, happy and lighthearted, he went off to his boat and sailed away.

How Well Did You Read?

1 (*Recall the details.*) The sea captain went to have lunch in
- **a** a new inn in a town he often visited
- **b** an inn with a new innkeeper
- **c** an inn in a port he seldom visited

2 (*Recall the details.*) The innkeeper had no food except some
- **a** beans he had just cooked
- **b** eggs he had just fried
- **c** Both *a* and *b*

3 (*Recall the reason.*) The captain did not pay for his meal because he
- **a** was not an honest man
- **b** thought the meal was very bad
- **c** had to return to his ship quickly

4 (*Recall the order.*) After the captain learned the price of the eggs, he *first*
- **a** found a lawyer and went to court
- **b** went into a café to think
- **c** told his story to a friendly man

5 (*Recall the result.*) Because of the story the lawyer told, the captain was ordered to
- **a** pay the innkeeper for four fried eggs
- **b** give the innkeeper a sack of beans
- **c** pay the innkeeper 500 gold pieces

Learn about Words

A Often you can find out the meaning of a word from the way it is used in a story. The other words in the story help you.

Directions: Look at the numbered paragraph in the story. Find the word that best fits each meaning below. Write the word.

1 property; belonging (1)
2 brought the ship to shore (2)
3 not often; rarely (2)
4 relieve; ease; take care of (9)
5 a hopeless mood (19)
6 costly; valuable (19)
7 reasons; answers (20)

B Many words have more than one meaning. The way a word is used tells you which meaning the writer had in mind.

Directions: Look at each word in heavy type below. Look back at the numbered paragraph in the story. Which meaning does the word have there? Write **a** or **b**.

8 ports (2)
- **a** places where ships anchor
- **b** sweet wines from Portugal

9 court (18)
- **a** place where tennis is played
- **b** place where laws are enforced

10 lose (24)
- **a** misplace; be unable to find
- **b** have to give up; have taken away

C

careless = care + less
careful = care + ful

When the letters *less* and *ful* are added at the end of a word, they are suffixes. A suffix is a group of letters added at the end of a word to change the word's meaning. Learning to recognize suffixes makes you able to read many new words.

Directions: Notice that each word is made up of a shorter word and a suffix (*less* or *ful*). Find the shorter word and write it without the suffix. For example, if you read *matchless,* you will write *match.*

11 wonderful
12 rainless
13 joyful
14 truthful
15 bookless

D

ex/plain	(explain)
com/plete	(complete)

Some words begin with the syllable *ex* or *com.* When you divide a word into syllables, you may find it easier to read.

Directions: Decide which syllable (*ex* or *com*) will finish the incomplete word so that the sentence makes sense. Write the completed word. For example, if you see *__plete,* you will write *complete.*

16 These gloves aren't the same. If you **__pare** them, you'll find one is bigger.
17 Donald wanted to leave the building. He looked for the nearest **__it.**
18 My balloon looks small. But if I blow air into it, it will **__pand.**
19 Mary is not here yet. I **__pect** her at one o'clock.
20 Larry didn't finish his work. He will have to **__plete** it tomorrow.

E

tiny	nearly
small	almost

Words with the same meaning are called synonyms. *Tiny* is a synonym of *small. Nearly* is a synonym of *almost.*

Directions: Choose the word that has the *same* meaning as the word in heavy type. Write it.

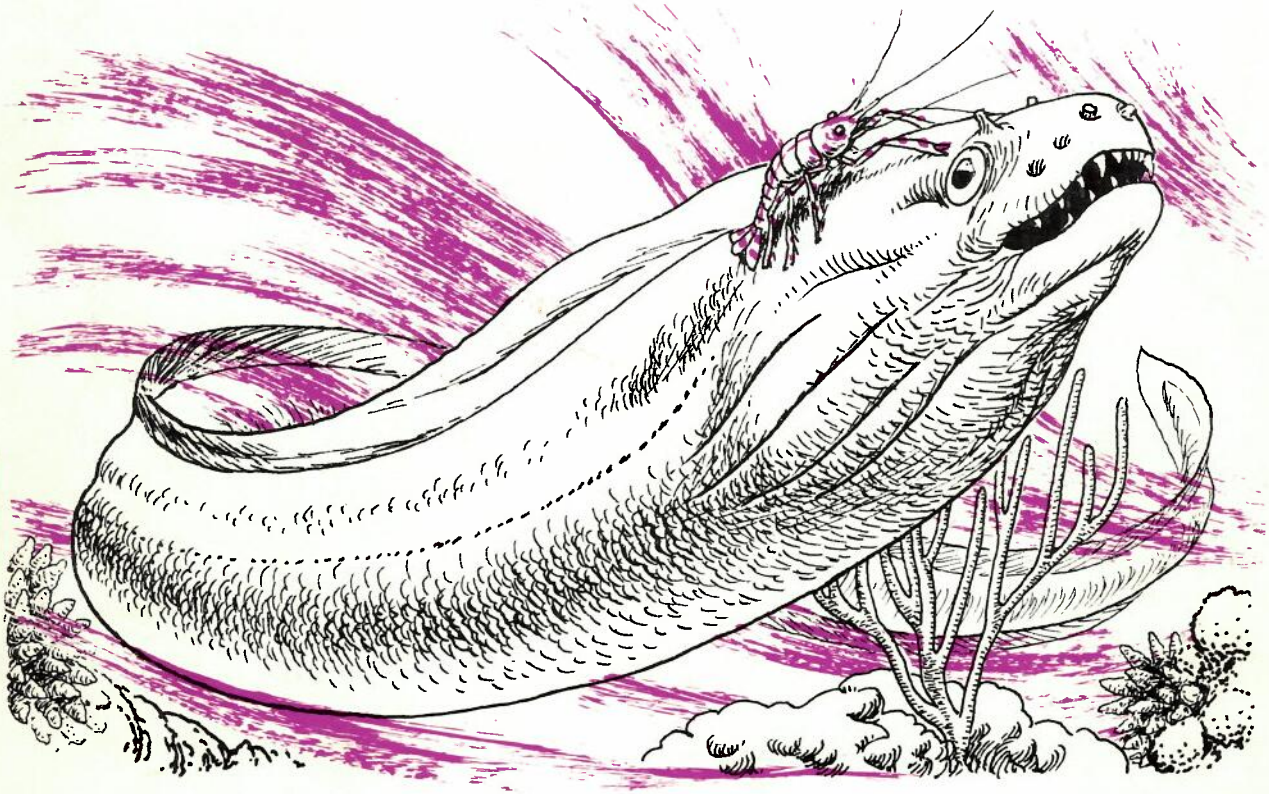
21 **bunny** is a synonym of (squirrel, rabbit)
22 **old** is a synonym of (young, aged)
23 **agreeable** is a synonym of (nasty, pleasant)
24 **glance** is a synonym of (look, leap)
25 **reply** is a synonym of (answer, ask)

Use Your Imagination

The innkeeper sold the captain four eggs that he had already fried. Suppose the innkeeper had sold him four uncooked eggs. Could the lawyer have won the case then? Tell some reasons the lawyer could use to win the case.

The Eel and Its Partner

by Ruth H. Dudley



1 Animals often work together in nature. They may work together to build nests. They may work together to find food. They may help each other keep clean. Now this is no surprise when the animals are two of a kind. You may have seen two cats licking each other clean. Or two birds caring for their babies together. That seems quite natural to us.

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Printed in the United States of America.

2 But sometimes two entirely different animals work together. Sometimes they are so different, you'd think they could never get along. The moray eel and the red-and-white shrimp are a good example.

3 Eels are fish that look much like snakes. The moray eel is one of the largest. It's about three and a half feet long. It has long jaws, and teeth as sharp as needles. Like most eels, the moray feeds on shrimp. And most shrimp are afraid of the moray eel. They slip away and hide when they see one coming. But not the red-and-white shrimp.

4 This shrimp isn't afraid of the moray eel at all. And it doesn't try to hide from the eel. In fact, it wants the moray eel to see it. It sits on a piece of coral and waits. When it sees a moray eel coming, it waves its antennae, or feelers. Its movements mean that it wants the eel to come close.

5 Now, an ordinary shrimp wouldn't last long if it did this. The eel would eat it in one big gulp. After all, a shrimp is only about three inches long, except for its long legs and long antennae.

6 But when the moray eel sees the red-and-white shrimp moving its feelers, it swims up to the shrimp, fast. To the eel, this shrimp is not a quick, easy meal. It's a useful partner.

7 When the eel comes close to the shrimp, a surprising thing happens. The shrimp reaches out and strokes the eel gently with its feelers. And the eel lies back in the water, as though it wants to be stroked. But the eel is not there to be petted. It is there to be cleaned.

8 This cleaning is an important job to both partners. So the shrimp does not keep its customer waiting. First it gets a good hold on the eel's body with a pair of its long front legs. Then, with a shorter pair of legs, it picks off tiny parasites. These are tiny sea animals that live on the eel's body, in its gills, and in its mouth. The eel lies still while the shrimp cleans it. It seems to enjoy every minute of this. The shrimp must enjoy it too. It eats each parasite it finds. It is a cleaning job for the eel and a good meal for the shrimp.

9 When the shrimp has finished, it loosens its hold on the eel. The moray eel glides away. It feels cleaner. Then the shrimp slips back to its coral station. It waits there for another customer.

10 The small shrimp has had a good meal, and the eel has been cleaned. The shrimp and the eel need each other. And each lives a better life because of its partner.

How Well Did You Read?

1 (*Recall a detail.*) The moray eel is about
- **a** three and one half feet long
- **b** two feet long
- **c** three and one half inches long

2 (*Recall the result.*) When it sees a moray eel, the red-and-white shrimp
- **a** slips away and tries to hide
- **b** waves its antennae
- **c** swims toward the eel

3 (*Recall the reason.*) The eel gets close to the shrimp so that the shrimp can
- **a** clean the eel
- **b** pet the eel
- **c** tickle the eel

4 (*Recall the details.*) While the shrimp strokes the eel, the eel is
- **a** swimming around and looking for food
- **b** trying to get the shrimp off its back
- **c** lying still and enjoying it

5 (*Recall the reason.*) The shrimp picks parasites off the eel because the shrimp
- **a** is afraid of the eel
- **b** depends on the eel for protection
- **c** eats the parasites

Learn about Words

A Often you can find out the meaning of a word from the way it is used in a story. The other words in the story help you.

Directions: Look at the numbered paragraph in the story. Find the word that best fits each meaning below. Write the word.

1 normal; as it should be (1)
2 completely; wholly (2)
3 huge, greedy swallow (5)
4 animal or person who works with another (6)
5 rubs gently (7)
6 client; one who uses the services of another (8)
7 releases; frees (9)

B Many words have more than one meaning. The way a word is used tells you which meaning the writer had in mind.

Directions: Look at each word in heavy type below. Look back at the numbered paragraph in the story. Which meaning does the word have there? Write **a** or **b**.

8 slip (3)
- **a** move quietly
- **b** slide by mistake and fall

9 last (5)
- **a** continue to exist
- **b** stay fresh or useful

10 station (9)
- **a** stopping place for a train
- **b** place where someone stands and waits

C

teach + er = teacher
act + or = actor

The letters *er* and *or* can be added to a word to make a new word. The new word usually tells what we call a person who does a certain thing. Does a person *teach?* Then he is a *teacher.* Does a person *act?* Then he is an *actor.* Not every word that ends in *er* or *or* is like that, though. Here are two that do *not* mean a person who does something:

hunger *horror*

Directions: If the word in heavy type means someone who does a certain thing, write "yes." If it does not, write "no."

11 Bella's uncle is an **actor** on TV.
12 Janet is **younger** than Clyde.
13 I wish this bread were **fresher**.
14 A fat **robber** held up the train.
15 Who was the **winner** of that race?

D

all frogs jump
a b c d e **f** g h i **j** k l

The words *all frogs jump* are in alphabetical order. They start with the letters *a, f,* and *j.* The letter *a* comes first in the alphabet. The letter *f* comes later. Still later comes *j.* Understanding alphabetical order helps you use the dictionary.

Directions: The three words on each line are not in alphabetical order. Suppose they were. Which word would come *last?* Write that word.

16 stand up now
17 Martha likes reading
18 can tigers sing
19 Bob skipped home
20 find Jan's cap

E

Sue is as thin as a pencil.

This sentence helps you understand how thin Sue is. The phrase "as thin as a pencil" is a *figure of speech.* It is just a different way of saying that Sue is very, very thin.

Directions: Write the word that best completes the sentence.

21 Marie is pretty. A rose is pretty. Marie is as ____ as a rose.
22 That bed is hard. A rock is hard. That bed is as hard as a ____.
23 Bob felt stiff. A board is stiff. Bob felt as ____ as a board.
24 The room was untidy. A junkyard is untidy. The room was as untidy as a ____.
25 The house is comfortable. Old shoes are comfortable. The house is as ____ as an old shoe.

Use Your Imagination

Suppose a moray eel always went to the same shrimp to be cleaned. The eel and the shrimp could become good friends. Make up a story about an eel and a shrimp that become friends and tell what they do.

The Elephant That Helped Cure a Stomach-ache

by Elizabeth Rider Montgomery

This illustration has been redrawn and is not taken from the Babar series.

1 Boys and girls all over the world have read *The Story of Babar.* They love the little elephant Babar, his friend the Old Lady, Queen Celeste, and all the other characters in the book. It's hard to tell which children like better—the tale of Babar's adventures or the pictures. Both the story and the drawings make the book a favorite of children. But this book might not have been written if a small boy hadn't had a stomach-ache.

2 In 1930 an artist named Jean de Brunhoff, his wife, and their two small sons lived in France.

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3 One day little Mathieu ate something that upset his stomach. So his mother put him to bed. It was not hard for her to keep him quiet at first. But then Mathieu began to feel better. He did not want to stay in bed. He wanted to get up and play with his brother.

4 His mother tried to entertain him with all the songs, stories, and games that she knew. But at last she could think of no more ways to keep her son quiet. She had to think of something new. Well, she would make up a story to tell him!

5 "Lie still, dear," she said to her son. "I'll tell you a story that you have not heard. It's the story of an elephant."

6 Mathieu liked that. "A baby elephant?" he asked.

7 "Yes, dear," said his mother.

8 And so she began to tell the story. It was a tale about a little elephant who went to town and bought a new outfit of clothes.

9 Little Mathieu was pleased with the story. He asked his mother to tell it again. Then his brother Laurent asked to hear it. So the boys' mother told it once more. Each time she would add something new to the story.

10 That night when Jean de Brunhoff came home, his wife told him how she had tried to keep their young son quiet in bed. De Brunhoff listened to his wife tell the story she had made up for the child.

11 When she came to the end, he said, "That is delightful! That story would make a charming book, with watercolor sketches."

12 A few days passed. Then the artist showed his wife and his sons some sketches he had made. He had drawn the little elephant.

13 The boys loved the pictures.

14 "Make some more," said Laurent.

15 "Make more of the baby elephant," begged Mathieu.

16 Each day de Brunhoff would make a few more sketches. And at night he would show his work to his family. Soon the artwork was done. Then he wrote the story that his wife had made up. He named the little elephant Babar.

17 De Brunhoff took the story to some French publishers. They thought it would be a good book for children. So *The Story of Babar* was published in France in 1932. The next year the book was printed in English. Soon boys and girls who spoke French or English knew and loved Babar.

18 Time passed, and the book was printed in other languages. Today the story that a mother made up to keep her sick child quiet is enjoyed by boys and girls of many lands. Maybe you've read it. If not, you have a treat ahead!

How Well Did You Read?

1 (*Recall the details.*) Jean de Brunhoff and his wife and children lived in
- **a** England
- **b** France
- **c** Germany

2 (*Recall the reason.*) Mrs. de Brunhoff made up a story for her son because
- **a** she was trying to keep him quiet
- **b** he couldn't read yet
- **c** she had no new books to read to him

3 (*Recall the details.*) Mrs. de Brunhoff made up a story about
- **a** an elephant with big ears that learned to fly
- **b** a baby elephant that lost his mother
- **c** a little elephant that went to town and bought clothes

4 (*Recall the order.*) After Mr. de Brunhoff heard the story, he *first*
- **a** wrote down the story
- **b** made sketches for the story
- **c** took the story to a publisher

5 (*Recall the result.*) When the publishers saw the story, they thought
- **a** it would be a good book for children
- **b** the story needed new pictures
- **c** changes should be made in the story

Learn about Words

A Often you can find out the meaning of a word from the way it is used in a story. The other words in the story help you.

Directions: Look at the numbered paragraph in the story. Find the word that best fits each meaning below. Write the word.

1 exciting, interesting deeds (1)
2 painter (2)
3 suit (8)
4 happy; delighted (9)
5 drawings; paintings (11)
6 liked; read with pleasure (18)
7 special pleasure; bit of fun (18)

B Many words have more than one meaning. The way a word is used tells you which meaning the writer had in mind.

Directions: Look at each word in heavy type below. Look back at the numbered paragraph in the story. Which meaning does the word have there? Write **a** or **b**.

8 characters (1)
- **a** odd, strange persons
- **b** persons in a story or play

9 upset (3)
- **a** made unhappy; worried
- **b** hurt; made slightly ill

10 entertain (4)
- **a** amuse; interest; keep happy
- **b** be a hostess to; have guests

C

fullness = full + ness
punishment = punish + ment

When the letters *ness* and *ment* are added at the end of a word, they are suffixes. A suffix is a group of letters added at the end of a word to change the word's meaning. Learning to recognize suffixes makes you able to read many new words.

Directions: Notice that each word is made up of a shorter word and a suffix (*ness* or *ment*). Find the shorter word and write it without the suffix. For example, if you read *meanness,* you will write *mean.*

11 placement
12 government
13 wetness
14 encouragement
15 sweetness

D

be/gan	(began)
de/mand	(demand)

Some words begin with the syllable *be* or *de.* When you divide a word into syllables, you may find it easier to read.

Directions: Decide which syllable (*be* or *de*) will finish the incomplete word so that the sentence makes sense. Write the completed word. For example, if you see *__gan,* you will write *began.*

16 I don't think that man told the truth. It's my **__lief** that he was lying.
17 Don't try to climb that hill. There isn't time to **__scend** before dark.
18 There is nothing left of the old barn. It was **__stroyed** in a fire.
19 The plates are on the bottom shelf. They are just **__low** the cups.
20 Don't fight with your brother on the bus. You should **__have** yourselves in public.

E

big	tall
little	short

Words with opposite meanings are callen antonyms. *Big* is an antonym of *little. Tall* is an antonym of *short.*

Directions: Choose the word that means the *opposite* of the word in heavy type. Write it.

21 **old** is an antonym of (young, aged)
22 **stupid** is an antonym of (bright, dull)
23 **fierce** is an antonym of (savage, gentle)
24 **dry** is an antonym of (stale, wet)
25 **happy** is an antonym of (sad, glad)

Use Your Imagination

Suppose your little brother was ill and had to stay in bed. What would you do to entertain him? Could you make up a story he would like? Tell what you would do.

The King o' the Cats

by Joseph Jacobs

1 One rainy winter evening the parson's wife was sitting by the fireside with her big black cat, Old Tom. Both were half asleep and waiting for the parson to come home.

2 They waited and they waited, and at last he came rushing in. His eyes were as big as saucers. He was calling out, "Who's Tom Tildrum?" in such a wild way that both his wife

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and the cat just stared at him.

3 Finally, his wife said, "Why, what's the matter? And why do you want to know who Tom Tildrum is?"

4 "Oh, I've had such an adventure," said the parson. "Crossing the graveyard on my way home tonight I sat on a rock there, to rest my feet. I suppose I must have dropped asleep. I woke up hearing a cat's *'Meow.'"*

5 *"Meow!"* said Old Tom in answer.

6 "Yes, just like that! So I looked up and what do you think I saw coming toward me?"

7 "Now, how can I tell?" said the parson's wife.

8 "Why, nine black cats, all like our friend Tom here, all with a white spot on their chests. And what do you think they were carrying? Why, a small coffin covered with a rich black velvet cloth, and on the velvet cloth was a small crown, all of gold. And at every third step the cats took, they cried all together, *'Meow.'"*

9 *"Meow!"* said Old Tom again.

10 "Yes, just like that!" said the parson. "And as they came nearer and nearer to me I could see them more clearly. Their eyes shone out with a sort of green light. Well, they all came toward me, eight of them carrying the coffin, and the biggest cat of all walking in front—but look at our Tom, how he's looking at me. You'd think he knew all I was saying."

11 "Go on, go on," said his wife. "Never mind Old Tom."

12 "Well, as I was saying, they came toward me very slowly, and at every third step crying all together, *'Meow.'"*

13 *"Meow!"* said Old Tom again.

14 "Yes, just like that, until they came and stood right in front of me. They all stood very still and looked straight at me. I did feel very strange, that I did! But look at Old Tom—he's looking at me just as they did."

15 "Go on, go on," said his wife. "Never mind Old Tom."

16 "Where was I? Oh, they all stood still looking at me, while the one that wasn't carrying the coffin came forward and, staring straight at me, said to me with a squeaky voice, 'Tell Tom Tildrum that Tim Toldrum is dead.' And that's why I asked you if you knew who Tom Tildrum was. Now how can I tell Tom Tildrum that Tim Toldrum is dead if I don't know who Tom Tildrum is?"

17 "Look at Old Tom, look at Old Tom!" screamed his wife.

18 And what a sight old Tom was! Tom was swelling, and Tom was staring, and at last Tom shrieked out, "What—old Tim dead! Then I'm the King o' the Cats!" And he rushed up the chimney and was nevermore seen.

How Well Did You Read?

1 (*Recall the reason.*) The parson was excited when he came home because he
- **a** had had an adventure
- **b** was late for services
- **c** had been chased all the way home

2 (*Recall the details.*) As the parson told his story, his cat kept
- **a** switching its tail
- **b** rubbing against the parson
- **c** saying "Meow"

3 (*Recall the details.*) Old Tom kept staring at the parson just as
- **a** Tom Tildrum had done
- **b** Tim Toldrum had done
- **c** the nine cats had done

4 (*Recall the order.*) One of the nine cats spoke to the parson
- **a** after they were all in front of him
- **b** before they got near him
- **c** Neither *a* nor *b*

5 (*Recall the reason.*) Old Tom rushed up the chimney and disappeared because he
- **a** was now King o' the Cats
- **b** was badly frightened
- **c** always went out that way

Learn about Words

A Often you can find out the meaning of a word from the way it is used in a story. The other words in the story help you.

Directions: Look at the numbered paragraph in the story. Find the word that best fits each meaning below. Write the word.

1 small, round shallow dishes (2)
2 looked in surprise (2)
3 minister; clergyman (4)
4 box for burying dead people or animals (8)
5 thin; thin, sharp-sounding (16)
6 puffing up; becoming larger (18)
7 cried; cried in a sharp voice (18)

B Many words have more than one meaning. The way a word is used tells you which meaning the writer had in mind.

Directions: Look at each word in heavy type below. Look back at the numbered paragraph in the story. Which meaning does the word have there? Write **a** or **b**.

8 chests (8)
- **a** boxes with lids and handles on them
- **b** front parts of the body enclosed by the ribs

9 crying (12)
- **a** calling loudly; yelling
- **b** shedding tears; weeping

10 strange (14)
- **a** odd; peculiar; uncomfortable
- **b** like a stranger; foreign

C

careless = care + less
careful = care + ful

When the letters *less* and *ful* are added at the end of a word, they are suffixes. A suffix is a group of letters added at the end of a word to change the word's meaning. Learning to recognize suffixes makes you able to read many new words.

Directions: Notice that each word is made up of a shorter word and a suffix (*less* or *ful*). Find the shorter word and write it without the suffix. For example, if you read *matchless,* you will write *match.*

11 powerful
12 boastful
13 moneyless
14 waterless
15 sisterless

D

ex/plain	(explain)
com/plete	(complete)

Some words begin with the syllable *ex* or *com.* When you divide a word into syllables, you may find it easier to read.

Directions: Decide which syllable (*ex* or *com*) will finish the incomplete word so that the sentence makes sense. Write the completed word. For example, if you see *__plete,* you will write *complete.*

16 If you have hiccups, hold your breath. Count ten; then **__hale.**
17 Which box is bigger? Let's **__pare** the sizes of the boxes.
18 Jack likes to write music. He's going to **__pose** a folk song.
19 Blow up this balloon. It will **__pand** to ten times its size.
20 Jane doesn't like her new coat. She **__plains** of its length.

E

tiny	nearly
small	almost

Words with the same meaning are called synonyms. *Tiny* is a synonym of *small. Nearly* is a synonym of *almost.*

Directions: Choose the word that has the *same* meaning as the word in heavy type. Write it.

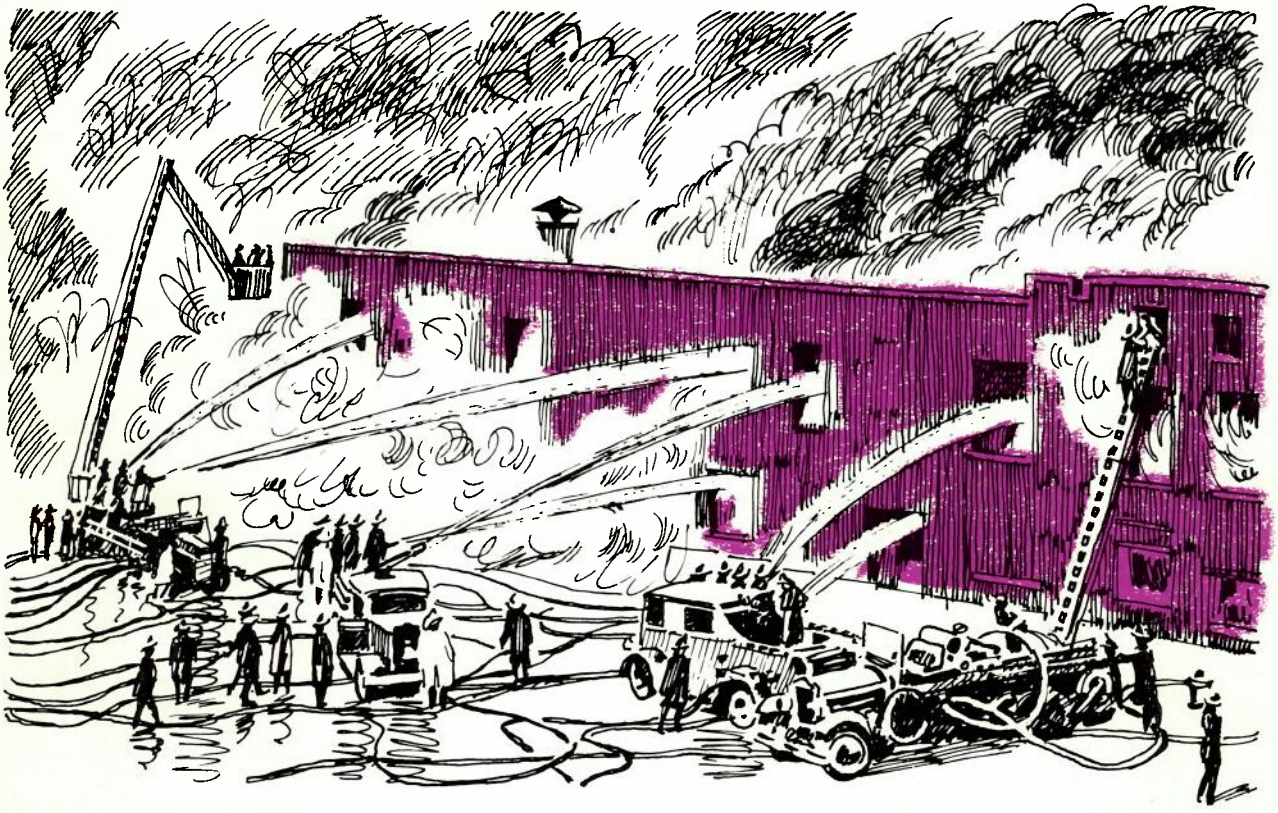
21 **chilly** is a synonym of (warm, cool)
22 **rapid** is a synonym of (slow, quick)
23 **thief** is a synonym of (robber, plumber)
24 **absent** is a synonym of (missing, present)
25 **blank** is a synonym of (empty, full)

Use Your Imagination

Did you like the way this story ended? What do you think happened to Tom after he left the parson's house? Where did he go? Tell a story about it.

Fire Snorkel Number 7

by Jene Barr



1 Fire! Fire!

2 A toy factory is on fire. Here come the fire engines!

3 There are two pumpers, a hook and ladder, a rescue squad, and Fire Snorkel Number 7. Sirens blow. Lights flash on the fire engines. Cars and buses move out of the way.

4 The fire engines stop at the toy factory. Smoke comes out of the windows. Smoke comes out of the roof. Quick! The men lay the hose from

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the pumper to the fire. Firemen put ladders up to the windows. Up goes Fire Snorkel Number 7.

5 The fire marshal is in a helicopter. Over his radio he tells the chief, "Get water on the roof across the street!" The chief tells his firemen what to do.

6 A woman climbs out of a window. A fireman helps her down the ladder. Two men are trapped on the top floor. Down come the two men in the snorkel basket.

7 There are more people to save. The firemen bring the life net. A fireman calls, "Bend your knees. Raise your arms. Jump into the middle of the net."

8 Everyone is saved! At last the fire is over. The chief and the firemen look over the toy factory. They make sure the fire is out. They close holes in the roof and floor. They clean up broken glass at the windows. They sweep away the water.

9 Firemen are on the job all the time. Some work in fire stations at airports. If a plane catches fire or an oil tank burns, firemen use fog, foam, or other chemicals. They wear special suits for these fires. The firemen look like men from Mars.

10 The fireman's job is getting bigger, because cities are changing. Cities are growing bigger. Buildings are getting taller. So firemen must have many kinds of tools and powerful fire engines.

11 Fire trucks have two-way radios. The hook and ladder has an aerial ladder that goes up by power.

12 The rescue squad carries torches, electric saws, and frogman suits.

13 And Fire Snorkel Number 7 has a pumper, rolls of hose, a tank of water, and a big basket to save people.

14 Firemen try to keep fires from starting. They inspect buildings to make sure they are safe.

15 Do you know there are fire schools? These schools teach men how to fight fires and save people. When they become firemen, the men work in a fire station.

16 What a busy place the fire station is! The men live and work there. They make their beds, cook, and keep the station clean.

17 After every fire, firemen wash the hose and hang it up to dry. They put the tools in order, clean the trucks, and get set for the next call. These are the firemen you see.

18 But there are some fire workers you never see. You don't see the men in the special office where fire calls come in, or the men who work to find out how fires start, or the men who study ways to stop fires.

19 But you do see the firemen as they rush to a fire. And you see two pumpers, a hook and ladder, a rescue squad, and Fire Snorkel Number 7!

How Well Did You Read?

1 (*Recall the details.*) Firemen save some people by using the
a snorkel basket
b life net
c Both *a* and *b*

2 (*Recall the details.*) When an oil tank catches fire, firemen put the fire out with
a fog, foam, or other chemicals
b water, sand, or blankets
c Neither *a* nor *b*

3 (*Recall the result.*) Because cities are changing, today a fireman
a doesn't have much work
b has a bigger job
c works a few hours each week

4 (*Recall the details.*) At the fire station, the firemen
a make their beds and cook
b keep the station clean
c Both *a* and *b*

5 (*Choose the main idea.*) The story was mainly about how
a fires destroy buildings
b fires start
c firemen fight fires

Learn about Words

A Often you can find out the meaning of a word from the way it is used in a story. The other words in the story help you.

Directions: Look at the numbered paragraph in the story. Find the word that best fits each meaning below. Write the word.

1 team; group (3)
2 loud, shrill warning whistles (3)
3 shine on and off; blink (3)
4 tube for carrying water (4)
5 caught; unable to escape (6)
6 look at; examine; check (14)
7 equipment, such as shovels and axes (17)

B Many words have more than one meaning. The way a word is used tells you which meaning the writer had in mind.

Directions: Look at each word in heavy type below. Look back at the numbered paragraph in the story. Which meaning does the word have there? Write **a** or **b**.

8 glass (8)
a container to drink from
b clear material in windows

9 starting (14)
a beginning; getting going
b sudden springing movement

10 station (16)
a building for police or firemen
b place where trains stop

C

teach + er = teacher
act + or = actor

The letters *er* and *or* can be added to a word to make a new word. The new word usually tells what we call a person who does a certain thing. Does a person *teach?* Then he is a *teacher.* Does a person *act?* Then he is an *actor.* Not every word that ends in *er* or *or* is like that, though. Here are two that do *not* mean a person who does something:

hunger *horror*

Directions: If the word in heavy type means someone who does a certain thing, write "yes." If it does not, write "no."

11 What bird says "Polly wants a **cracker**"?
12 Please tell **mother** that I'm home.
13 That horse has lost its **rider**.
14 Which **player** hit the ball?
15 Who broke the **mirror**?

D **a**ll **f**rogs **j**ump
a b c d e **f** g h i **j** k l

The words *all frogs jump* are in alphabetical order. They start with the letters *a, f,* and *j.* The letter *a* comes first in the alphabet. The letter *f* comes later. Still later comes *j.* Understanding alphabetical order helps you use the dictionary.

Directions: The three words on each line are not in alphabetical order. Suppose they were. Which word would come *last?* Write that word.

16 oil the gate
17 thunder scares Pete
18 who saw Hal
19 the ice cracked
20 mice can run

E Sue is as thin as a pencil.

This sentence helps you understand how thin Sue is. The phrase "as thin as a pencil" is a *figure of speech.* It is just a different way of saying that Sue is very, very thin.

Directions: Write the word that best completes the sentence.

21 My eyes are black. Coal is black. My eyes are as black as ____.
22 The little boy is playful. A puppy is playful. The little boy is as ____ as a puppy.
23 Susie has a bright smile. Sunshine is bright. Susie's smile is as bright as ____.
24 Jim's feet are cold. Ice is cold. Jim's feet are as ____ as ice.
25 That baby is fat. A butterball is fat. That baby is as fat as a ____.

Use Your Imagination

Firemen use many different kinds of tools to stop fires. Suppose firemen had no tools to use. How do you think they would stop fires? Tell about it.

Mr. Martin and the Family Pets

by Gerald and Hilda Lind

1 Mr. Martin's family loved animals. There were pets everywhere in the house. Now Mr. Martin liked animals too. But he was annoyed when he found them in places where he thought they shouldn't be.

2 One morning the Martin children were startled to hear their father shouting. "This house is just like a zoo!" he cried.

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3 Mr. Martin had just found Emil, the chameleon, in the bathtub. Sometimes Emil looked for insects in strange places.

4 "What is this animal doing in the bathtub?" asked Mr. Martin. "John, take this reptile out right now. Put him outside. If Emil wants to look for insects, he can look in the garden."

5 "But it's raining," said John.

6 "Good," said Mr. Martin. "Chameleons love rain. Just get him out of here."

7 John took Emil out of the bathtub and put him outside. Emil began turning green in the grass. Insects would hardly be able to see him on the green plants. "See you later, Emil," said John.

8 After breakfast Mr. Martin went into the living room. He planned to read for a while before he went to work. Just as he was sitting down in his favorite chair, there was a howl of pain. Mr. Martin had sat on Mingo, the dog.

9 "Why is this dog sitting in my chair?" asked Mr. Martin in a loud voice.

10 No one answered him.

11 "Put him outside. Oh—I forgot, it's raining. Well, put him someplace. I don't care where."

12 Mingo got down from the chair with a pained look. He couldn't understand why that was Mr. Martin's chair. Mingo sat in it when he felt cold. He didn't like the sofa. It was too large. But that chair was just right. Sadly, Mingo went out on the porch.

13 Mr. Martin sat down to read. He had just turned the first page when Timothy, the parrakeet, started to talk. Mr. Martin couldn't keep his mind on his reading.

14 "Tell that bird I want silence," ordered Mr. Martin. "Who's he talking to, anyway?"

15 Ann, his daughter, said, "Timothy is talking back to his record. He needs talking practice. How is he going to talk well if he doesn't get practice?"

16 Mr. Martin didn't say a word.

17 After a while, he said, "Well, I'm off to work." And he went to get his hat. He was startled to find Zero under it. Zero was a white mouse.

18 "What's this mouse doing under my hat?" asked Mr. Martin angrily. "That's no place for a mouse. And the others! Emil looks for insects in the bathtub. Mingo sits in my chair. Timothy talks when I want to read. This house is impossible!"

19 And with that, Mr. Martin went out. He walked into the garage to get the car. His family watched from a window. They all knew what was about to happen.

20 In a few minutes, Mr. Martin came back into the house. A chimpanzee was in his arms. Mr. Martin said nothing. He put the chimpanzee on the floor. For a minute he looked at his family. He was going to ask why the chimpanzee had been playing with the car's steering wheel. But he was afraid of what they would answer. So he went out, got in his car, and drove off to work.

How Well Did You Read?

1 (*Recall the reason.*) The Martins kept lots of pets because they
- **a** raised them for zoos
- **b** loved animals
- **c** were studying animal habits

2 (*Tell the result.*) When Emil, the chameleon, was put in the grass, he
- **a** was eaten by a bird
- **b** ran away
- **c** turned green

3 (*Recall the details.*) Mr. Martin went into the living room and sat
- **a** on Mingo, the dog
- **b** in his favorite chair
- **c** Both *a* and *b*

4 (*Recall the order.*) Which of these things happened *first?*
- **a** Mr. Martin sat down to read.
- **b** Mr. Martin found the chameleon.
- **c** Mr. Martin found the chimpanzee.

5 (*Tell the main idea.*) The story was mainly about how Mr. Martin found
- **a** pets where they shouldn't have been
- **b** a pony in the garden
- **c** all the animals he was looking for

Learn about Words

A Often you can find out the meaning of a word from the way it is used in a story. The other words in the story help you.

Directions: Look at the numbered paragraph in the story. Find the word that best fits each meaning below. Write the word.

1 disturbed; upset; angry (1)
2 surprised (2)
3 small lizard that can change the color of its skin (3)
4 cold-blooded animal that creeps or crawls (4)
5 loud cry; long, loud, sad cry (8)
6 small parrot (13)
7 quiet; lack of noise (14)

B Many words have more than one meaning. The way a word is used tells you which meaning the writer had in mind.

Directions: Look at each word in heavy type below. Look back at the numbered paragraph in the story. Which meaning does the word have there? Write **a** or **b**.

8 page (13)
- **a** sheet of paper in a book
- **b** boy servant

9 mind (13)
- **a** part of the body that thinks; attention
- **b** memory

10 arms (20)
- **a** weapons such as guns and knives
- **b** parts of the body between the shoulders and hands

C

fullness = full + ness
punishment = punish + ment

When the letters *ness* and *ment* are added at the end of a word, they are suffixes. A suffix is a group of letters added at the end of a word to change the word's meaning. Learning to recognize suffixes makes you able to read many new words.

Directions: Notice that each word is made up of a shorter word and a suffix (*ness* or *ment*). Find the shorter word and write it without the suffix. For example, if you read *meanness,* you will write *mean.*

11 badness
12 shipment
13 discouragement
14 redness
15 darkness

D

be/gan	(began)
de/mand	(demand)

Some words begin with the syllable *be* or *de.* When you divide a word into syllables, you may find it easier to read.

Directions: Decide which syllable (*be* or *de*) will finish the incomplete word so that the sentence makes sense. Write the completed word. For example, if you see *__gan,* you will write *began.*

16 The refrigerator needs cleaning. I'll **__frost** it this morning.
17 The Stanleys' house is on the other side of the river. It is just **__yond** the bridge.
18 Joe always keeps his promises. He is a boy you can **__pend** on.
19 The robbers put rocks on the tracks. They wanted to **__rail** the train.
20 Cora knows what she wants to be. She's going to **__come** a nurse.

E

big	tall
little	short

Words with opposite meanings are called antonyms. *Big* is an antonym of *little. Tall* is an antonym of *short.*

Directions: Choose the word that means the *opposite* of the word in heavy type. Write it.

21 **dark** is an antonym of (light, dim)
22 **go** is an antonym of (went, come)
23 **loud** is an antonym of (noisy, quiet)
24 **old** is an antonym of (slow, young)
25 **answer** is an antonym of (reply, question)

Use Your Imagination

Wouldn't it be fun to live in a house full of animals? Suppose you could have any five animals you wanted. Which would you choose? What would your family say when you brought them home? Tell a story about it.

The Sea Knight

by Amabel Williams-Ellis

1 Long ago a fine ship was sailing on the seas that lie to the south of France. It was a beautiful day and the sun sparkled on the water. The wind was good, and round the ship dolphins leapt and played.

2 Now there was a foolish young sailor aboard who took out his crossbow and shot one of the dolphins. In a second, all the rest stopped their play

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and plunged to the bottom of the sea. A trail of blood from the wounded dolphin spread over the water.

3 All at once the sky darkened. There were loud rumbles of thunder and flashes of lightning. All that afternoon the storm grew stronger and stronger. The moon rose, and at last a great gust of wind split the ship's sail.

4 Then the crew saw a very strange sight. In the midst of the storm, a knight on horseback came riding up out of the sea. On he rode, toward the rolling ship and the frightened sailors.

5 "If you want to save your lives and the ship," he cried, "give me the man who wounded the dolphin!"

6 The captain and crew wondered what to do. Should they give up their friend to this strange horseman? If they didn't, they might all die in the storm.

7 The young man who had shot the arrow gave them the answer. "I will go with you!" he cried out loudly to the horseman. "I was a fool to shoot! I deserve to be punished!"

8 So saying, he leapt down onto the horse behind the rider. And they galloped off over the water. On they went, until they came to a high castle.

9 In the castle yard, the knight and the young sailor got off the horse. They walked through the castle, through room after room. In the last one, on a soft bed, lay a young knight. He was very pale, and there was an arrow stuck in his side. It was the young sailor's arrow. But could this be the dolphin he had shot?

10 "Pull out the arrow," said the horseman in a stern voice. "Then lay your hand on the wound!"

11 The young sailor did as he was told. The arrow fell away, and the color came back to the cheeks of the wounded knight.

12 "He will live," said the horseman who had risen out of the sea. Then with stern looks, but not another word, he led the sailor out of the castle.

13 They got back on the horse. And off they rode over the sea, down the path of the moon. At dawn they saw the ship. It had survived the storm and now rode the calm waters easily.

14 A lookout man on deck gave a shout as he saw the magic horse. Quickly the crew ran up on deck. And soon they were all giving thanks for the safe return of their friend. No sooner was the young sailor safe on deck than the strange knight and his horse sank beneath the waves.

15 And from that time till this very day, sailors believe that it is unlucky to hunt or to harm a dolphin.

How Well Did You Read?

1 (*Tell the order.*) Which of these things happened *first?*
- **a** The ship's sail was split.
- **b** Dolphins played around the ship.
- **c** A knight rode over the sea on horseback.

2 (*Recall a detail.*) The sailor wounded the dolphin with a
- **a** fishhook
- **b** crossbow
- **c** spear

3 (*Tell the reason.*) The sailor was taken to the sea palace so that he could
- **a** serve the sea king
- **b** be punished
- **c** cure the wounded dolphin

4 (*Recall the reason.*) The ship and crew were saved because the young sailor
- **a** pulled out the arrow
- **b** laid his hand on the wound
- **c** Both *a* and *b*

5 (*Recall the details.*) To this day, sailors believe
- **a** it's unlucky to harm a dolphin
- **b** the seas off France are dangerous
- **c** the dolphin was an enchanted prince

Learn about Words

A Often you can find out the meaning of a word from the way it is used in a story. The other words in the story help you.

Directions: Look at the numbered paragraph in the story. Find the word that best fits each meaning below. Write the word.

1 sea animals that look like big fish or small whales (1)
2 jumped (1)
3 old-time weapon for shooting arrows or stones (2)
4 middle (4)
5 rode quickly (8)
6 harsh; severe; demanding (10)
7 quiet; still; not stormy (13)

B Many words have more than one meaning. The way a word is used tells you which meaning the writer had in mind.

Directions: Look at each word in heavy type below. Look back at the numbered paragraph in the story. Which meaning does the word have there? Write **a** or **b**.

8 lie (1)
- **a** speak untruthfully; tell falsehoods
- **b** are found; are located

9 sight (4)
- **a** view; scene
- **b** ability to see; eyesight

10 yard (9)
- **a** 36 inches; 3 feet; a unit of measure
- **b** piece of land near or around a house, barn, or school

C

careless = care + less
careful = care + ful

When the letters *less* and *ful* are added at the end of a word, they are suffixes. A suffix is a group of letters added at the end of a word to change the word's meaning. Learning to recognize suffixes makes you able to read many new words.

Directions: Notice that each word is made up of a shorter word and a suffix (*less* or *ful*). Find the shorter word and write it without the suffix. For example, if you read *matchless,* you will write *match.*

11 noiseless
12 motherless
13 forgetful
14 hatless
15 sorrowful

D

ex/plain	(explain)
com/plete	(complete)

Some words begin with the syllable *ex* or *com.* When you divide a word into syllables, you may find it easier to read.

Directions: Decide which syllable (*ex* or *com*) will finish the incomplete word so that the sentence makes sense. Write the completed word. For example, if you see *__plete,* you will write *complete.*

16 Meg wanted some green paint. She **__bined** blue and yellow to make it.
17 Are you still hungry? Here is an **__tra** sandwich you may have.
18 The coat I bought was the wrong size. I had to **__change** it.
19 Most people know what daisies look like. They are a very **__mon** flower.
20 John didn't stay for the party. He asked to be **__cused.**

E

tiny	nearly
small	almost

Words with the same meaning are called synonyms. *Tiny* is a synonym of *small. Nearly* is a synonym of *almost.*

Directions: Choose the word that has the *same* meaning as the word in heavy type. Write it.

21 **clever** is a synonym of (stupid, bright)
22 **plump** is a synonym of (fat, thin)
23 **funny** is a synonym of (amusing, sad)
24 **speak** is a synonym of (yell, talk)
25 **usual** is a synonym of (common, rare)

Use Your Imagination

Suppose the sea knight had told the young sailor that in order to cure the dolphin he must perform a dangerous task. Make up a different ending to the story telling about the sailor's adventure.

The Story of a Pumpkin

(an African folktale)
by René Guillot

1 Perhaps this adventure of a pumpkin is what you call a tall story. Now there aren't many stories of pumpkins that can run—and this one could, as you shall see for yourself.

2 Its name was Feegba. That means "big thing." Not just any pumpkin would have such a special name: Feegba!

3 It grew in a field, right on the

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ground, as all pumpkins do. It was round and red and huge, and each day it grew much bigger. One day a farmer's son saw the pumpkin, and he thought of the big potful of soup this pumpkin would make. So he sat by the pumpkin and scratched the rind with his knife just to see if it would soon be ripe.

4 "Not yet," mumbled the pumpkin.

5 But the boy kept on cutting and scraping until, in the end, the pumpkin became angry.

6 "Will you mind! Haven't I told you, child, I'm not ripe yet? Leave me alone."

7 But the boy could only think of pumpkin soup—potfuls of soup. So he kept on cutting and scraping the poor pumpkin, which became very upset. Finally, the pumpkin grew very, very angry. The pumpkin shook. It shook so hard that even the ground shook.

8 The boy became frightened. He jumped to his feet and started to run. And the huge, round, red pumpkin ran after him!

9 It followed the boy uphill and downhill. Across rivers and over mountains the boy ran, with the pumpkin after him red and huge and as dumb as people always are when they are angry.

10 They met a herd of pigs, which scattered for the boy but were squashed as flat as pancakes by the pumpkin. The trees stepped out of the way because they could see that the boy was in great danger. Tired as he was, he stumbled at every stone in his path.

11 But the pumpkin squashed the trees of the forest as it had squashed the pigs and two or three villages that had not hopped out of the way quickly enough. And the round, red, rolling monster reduced two small mountains to plains.

12 At last the boy was about to plop on the ground with no breath left, when he saw a man with a flock of sheep. What beautiful sheep he had, and they all had such fierce-looking horns!

13 "Look out, child, lie down," said the man. "My sheep have stopped the moon when it came to graze in our pastures. They will stop a pumpkin for sure."

14 The boy lay down. Just in time. There was a shock.

15 Then he opened his eyes. The running pumpkin had split down the middle.

16 The first half became the earth. The second half formed the sky. And the third half (I think this means the seeds) became the stars. And the pulp made the Milky Way.

17 There, that's the end. Yes, I know. I asked myself the same question: If this was the start of the world, *where* did this story take place? I don't know. It's a story. I tell it as I heard it told. And no one ever said where the pumpkin grew.

18 I warned you at the beginning that the whole thing was rather a tall story.

How Well Did You Read?

1 (*Recall the reason.*) The boy scratched the rind off the pumpkin to
- **a** find out what was inside
- **b** see if it would soon be ripe
- **c** make it angry

2 (*Recall the result.*) Because the boy kept on cutting and scraping it, the pumpkin
- **a** withered on the vine
- **b** grew very angry
- **c** Both *a* and *b*

3 (*Recall the order.*) The *first* things that the pumpkin squashed were
- **a** two or three villages
- **b** the trees of the forest
- **c** some pigs

4 (*Recall the reason.*) The man told the boy to lie down because his sheep
- **a** would stop the pumpkin
- **b** were afraid of the pumpkin
- **c** could scare the pumpkin

5 (*Recall the details.*) When the pumpkin split in half, what happened to the seeds?
- **a** They became the earth.
- **b** They formed the sky.
- **c** They became the stars.

Learn about Words

A Often you can find out the meaning of a word from the way it is used in a story. The other words in the story help you.

Directions: Look at the numbered paragraph in the story. Find the word that best fits each meaning below. Write the word.

1 outer layer; skin (3)
2 muttered (4)
3 behave; obey (6)
4 crushed; flattened (10)
5 brought down; lowered (11)
6 drop; fall (12)
7 broken; cracked (15)

B Many words have more than one meaning. The way a word is used tells you which meaning the writer had in mind.

Directions: Look at each word in heavy type below. Look back at the numbered paragraph in the story. Which meaning does the word have there? Write **a** or **b**.

8 **tall** (1)
- **a** hard to believe; fanciful
- **b** high

9 **scattered** (10)
- **a** threw about; sprinkled here and there
- **b** separated and went in several directions

10 **graze** (13)
- **a** feed on growing grass
- **b** touch against in passing

C

teach + er = teacher
act + or = actor

The letters *er* and *or* can be added to a word to make a new word. The new word usually tells what we call a person who does a certain thing. Does a person *teach?* Then he is a *teacher.* Does a person *act?* Then he is an *actor.* Not every word that ends in *er* or *or* is like that, though. Here are two that do *not* mean a person who does something:

hunger *horror*

Directions: If the word in heavy type means someone who does a certain thing, write "yes." If it does not, write "no."

11 We need a good **kicker** on this team.
12 Only the best **gardener** can grow prize roses.
13 My friend's name is **Jasper** Evans.
14 I like chocolate cake **better** than plain cake.
15 May I have **another** sandwich, please?

D **all** **frogs** **jump**
a b c d e **f** g h i **j** k l

The words *all frogs jump* are in alphabetical order. They start with the letters *a, f,* and *j.* The letter *a* comes first in the alphabet. The letter *f* comes later. Still later comes *j.* Understanding alphabetical order helps you use the dictionary.

Directions: The three words on each line are not in alphabetical order. Suppose they were. Which word would come *last?* Write that word.

16 cows are lazy
17 the king slept
18 who goes there
19 use with care
20 I was tired

E Sue is as thin as a pencil.

This sentence helps you understand how thin Sue is. The phrase "as thin as a pencil" is a *figure of speech.* It is just a different way of saying that Sue is very, very thin.

Directions: Write the word that best completes the sentence.

21 The birthday cake is light. A feather is light. The birthday cake is as light as a ____.
22 The job was easy. Eating cake is easy. The job was as ____ as eating cake.
23 Edward is cheerful. Sunshine is cheerful. Edward is as cheerful as ____.
24 Barbara stands straight. A yardstick is straight. Barbara stands as ____ as a yardstick.
25 Betty is shy. A mouse is shy. Betty is as shy as a ____.

Use Your Imagination

Change the ending of this tall story. Tell about something different that happens to the boy when the pumpkin chases him.

The Biggest Mouse in the World

by Charles House

1 Jimmy was a meadow mouse. He had wonderful ears.

2 He could hear the breezes when they whispered through the tall grass—*feeeeooooooo.*

3 He could hear an acorn fall out of an oak tree far away—*kuk.*

4 He could hear a snowflake when it nestled onto the earth next to his ear—*thuth.*

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5 The reason Jimmy could hear so well is that he listened. He listened all the time. Jimmy was wise to listen. He couldn't see as well as other meadow mice. Perhaps he needed glasses.

6 One day Jimmy was looking for the tiny seeds he liked to eat for lunch. In the sky the great hawk could see Jimmy in the meadow. He dropped out of the sky like a falling star.

7 At the last second, Jimmy heard the wind whistling through the hawk's wings—*sssssssss.* Jimmy scurried under a fallen tree trunk.

8 On another day the old owl saw Jimmy as he moved through the grass. The old owl flew swiftly and quietly toward Jimmy. Jimmy heard the air slip through the owl's wings—*phhhhhhhhhhhh.* Jimmy ran under a crooked old rock.

9 On another day the prowling fox crept toward Jimmy. He crouched down and got ready to leap. But Jimmy heard a *tst* as the fox's claws touched a stone. He ran into a hole in the ground and was safe.

10 One day Jimmy came to a place where there was a circle of very large seeds. They looked so good and so big!

11 Jimmy tried to eat one of the big seeds. But before he could reach it, his nose bumped into something hard.

12 He tried to eat another one of the big seeds. Again his nose bumped into something hard.

13 That something hard that Jimmy had found was a round piece of glass.

14 He used his paws to see if he could raise an edge of the circle of glass. He could. He looked beneath it and saw that the seeds were tiny. He set the glass down again and looked. The seeds were big!

15 What a wonderful thing! The glass made the small seeds turn big!

16 Then Jimmy lifted the whole glass off the ground. He found that if he walked on his hind legs he could carry the glass over his head with both paws. Jimmy was sure that now he would find seeds easily when he looked for his lunch.

17 Jimmy walked along carrying the circle of glass over his head. He was so happy about his great discovery! But he forgot to listen.

18 High in the air, the great hawk saw Jimmy. He dropped out of the sky like a falling star. At the very last second Jimmy heard the sound of the wind through feathers—*sssssssss.*

19 Jimmy looked up through the circle of glass. He was frightened. What a huge, terrible hawk!

20 At the same time, the hawk looked through the glass at Jimmy. He spread his wings and slowed down—fast! Then he flew far away. The hawk was filled with fear. What a huge, terrible mouse! It was the biggest mouse in the world!

21 Now Jimmy always carries the circle of glass with him wherever he goes. The hawk, the owl, and the fox have moved away. They moved to a field where the mice are not so terrible or so huge.

22 Jimmy still lives in the meadow. There the seeds are bigger and easier to find than they ever were before.

How Well Did You Read?

1 (*Recall the details.*) It was a good thing that Jimmy listened well because he couldn't
- **a** run very fast
- **b** see very well
- **c** Neither *a* nor *b*

2 (*Recall the reason.*) Jimmy was able to run away from the hawk and the owl because he
- **a** smelled them
- **b** saw their shadows
- **c** heard the sound of their wings

3 (*Recall the result.*) When Jimmy came to the circle of big seeds and tried to eat a seed,
- **a** he hit his head on a rock
- **b** his nose bumped into something hard
- **c** the wind blew the seed away

4 (*Recall the reason.*) The hawk was frightened away because Jimmy
- **a** made an awful noise
- **b** showed his big teeth
- **c** looked big through the glass

5 (*Recall the details.*) What happened to the hawk, the owl, and the fox?
- **a** They moved to another field.
- **b** They were never seen again.
- **c** They came to the field only at night.

Learn about Words

A Often you can find out the meaning of a word from the way it is used in a story. The other words in the story help you.

Directions: Look at the numbered paragraph in the story. Find the word that best fits each meaning below. Write the word.

1 grassland (1)
2 settled; snuggled (4)
3 scampered; hurried (7)
4 very fast; quickly (8)
5 below; under (14)
6 afraid (19)
7 dreadful; fearful (19)

B Many words have more than one meaning. The way a word is used tells you which meaning the writer had in mind.

Directions: Look at each word in heavy type below. Look back at the numbered paragraph in the story. Which meaning does the word have there? Write **a** or **b**.

8 trunk (7)
- **a** the main stem of a tree
- **b** a large box for storing things

9 touched (9)
- **a** affected the feelings or sentiments
- **b** came against; made contact with

10 reach (11)
- **a** stretch out
- **b** get to; come to

C

fullness = full + ness
punishment = punish + ment

When the letters *ness* and *ment* are added at the end of a word, they are suffixes. A suffix is a group of letters added at the end of a word to change the word's meaning. Learning to recognize suffixes makes you able to read many new words.

Directions: Notice that each word is made up of a shorter word and a suffix (*ness* or *ment*). Find the shorter word and write it without the suffix. For example, if you read *meanness,* you will write *mean.*

11 astonishment
12 weakness
13 strangeness
14 embarrassment
15 kindness

D

be/gan	(began)
de/mand	(demand)

Some words begin with the syllable *be* or *de.* When you divide a word into syllables, you may find it easier to read.

Directions: Decide which syllable (*be* or *de*) will finish the incomplete word so that the sentence makes sense. Write the completed word. For example, if you see *__gan,* you will write *began.*

16 The old witch put the princess to sleep with a magic spell. The princess was **__witched**.
17 We should start that job soon. Let's **__gin** it right after lunch.
18 The boys told Mr. Jones they broke the window. He will **__mand** payment for it.
19 Your mother is calling you. Go home **__fore** she becomes angry.
20 Both dresses are pretty. I can't **__cide** which to buy.

E

big	tall
little	short

Words with opposite meanings are called antonyms. *Big* is an antonym of *little. Tall* is an antonym of *short.*

Directions: Choose the word that means the *opposite* of the word in heavy type. Write it.

21 **alive** is an antonym of (dead, living)
22 **glad** is an antonym of (sorry, happy)
23 **quick** is an antonym of (fast, slow)
24 **stop** is an antonym of (end, begin)
25 **high** is an antonym of (tall, low)

Use Your Imagination

Suppose Jimmy had not found the glass. Can you think of another way that he might have scared the hawk? Tell what Jimmy could have done.

Books: From the Beginning

by Susan Bartlett

1 Long ago there were no books. Parents told stories to their children. The children grew up. And they told the same stories to their children. Over the years, the number of stories grew and grew. Soon a person could not remember them all. He needed something to help him. So some people made marks on wooden sticks. Others tied knots in pieces of colored

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string. Each knot meant something. But after people learned to write, it was easier to keep records.

2 The oldest kind of writing was done with a sharp stick called a *stylus.* Marks were made in soft clay. Then the clay was baked until hard. Clay tablets were not books. But they were a start.

3 Other people wrote on palm leaves and tree bark with the stylus. But bark and palm leaves didn't last.

4 The tough papyrus plant did last. From it, the people of Egypt made papyrus rolls at least 5000 years ago. On these rolls they drew picture words.

5 In time, though, people grew tired of unwinding the long rolls. So they folded sheets of papyrus in half and tied them together. At last books began to look more as they do now.

6 By about the year 1300, parchment had taken the place of papyrus. Parchment was made from animal skins. The Christian monks made the books in those times. Their books were called *manuscripts,* which means that they were *written by hand.* The monks copied early writings onto parchment. And they added pictures. The books were lovely. But it still took a long, long time to copy just one book.

7 Block books came next. They told stories in pictures. People who couldn't read liked them. The pictures were cut on blocks of wood. They were called woodcuts. Each block was then covered with ink and pressed onto paper. Block books were cheap and fast to make. But all other books were still very scarce. Only the rich could have them.

8 Then came an important development. In Germany, about the year 1445, Johann Gutenberg introduced movable type. Type, or letters cut from metal, could be used over and over. Books could be made faster and cheaper. Printing took the place of writing each book slowly by hand. But printing was a new idea only to the Western world. The Chinese had been printing this way for hundreds of years.

9 Printing quickly spread from Germany to other countries. Because of the speed and ease of this kind of printing, there were more books. People began to read plays, poetry, and travel books, as well as Bibles and prayer books.

10 If Gutenberg could see a printing plant now, it would seem like magic to him. Thousands of books are printed at once. A machine printed the words of this very story. They were printed on one big sheet of paper. Then the sheet was folded. The edges were cut. And machines did it all.

11 Millions of people can now own and read books. In books the things man knows can be kept and shared. Knowledge and ideas are not forgotten. Perhaps this story will be read by your grandchildren. Then they, too, can share the story of books.

How Well Did You Read?

1 (*Recall the details.*) The oldest kind of writing was done with a stylus on
- **a** clay tablets
- **b** parchment
- **c** papyrus rolls

2 (*Recall the order.*) The books that were made of parchment appeared *before*
- **a** papyrus rolls
- **b** block books
- **c** clay tablets

3 (*Recall the reason.*) People who couldn't read liked block books because the books
- **a** were cheap and fast to make
- **b** had easy stories in them
- **c** told stories in pictures

4 (*Recall the result.*) Because Gutenberg introduced type,
- **a** printing replaced books written by hand
- **b** books could be made faster and cheaper
- **c** Both *a* and *b*

5 (*Recall the details.*) Before books were printed, only rich people could have books; today millions of people can
- **a** read books
- **b** own books
- **c** Both *a* and *b*

Learn about Words

A Often you can find out the meaning of a word from the way it is used in a story. The other words in the story help you.

Directions: Look at the numbered paragraph in the story. Find the word that best fits each meaning below. Write the word.

1 recall; keep in mind (1)
2 beginning (2)
3 beautiful (6)
4 hard to find; rare (7)
5 new happening; event (8)
6 lack of trouble; simplicity (9)
7 passed on to other people; used and enjoyed by others (11)

B Many words have more than one meaning. The way a word is used tells you which meaning the writer had in mind.

Directions: Look at each word in heavy type below. Look back at the numbered paragraph in the story. Which meaning does the word have there? Write **a** or **b**.

8 **tough** (4)
- **a** strong; hardy
- **b** rough; fond of fighting

9 **covered** (7)
- **a** coated; spread with
- **b** protected; kept from injury

10 **introduced** (8)
- **a** presented one person to another
- **b** started using; brought into use

C

careless = care + less
careful = care + ful

When the letters *less* and *ful* are added at the end of a word, they are suffixes. A suffix is a group of letters added at the end of a word to change the word's meaning. Learning to recognize suffixes makes you able to read many new words.

Directions: Notice that each word is made up of a shorter word and a suffix (*less* or *ful*). Find the shorter word and write it without the suffix. For example, if you read *matchless,* you will write *match.*

11 helpful
12 fatherless
13 tearful
14 restless
15 delightful

D

ex/plain	(explain)
com/plete	(complete)

Some words begin with the syllable *ex* or *com.* When you divide a word into syllables, you may find it easier to read.

Directions: Decide which syllable (*ex* or *com*) will finish the incomplete word so that the sentence makes sense. Write the completed word. For example, if you see *__plete,* you will write *complete.*

16 It was Al's first trip to the cave. He couldn't wait to **__plore** it.
17 Don't be noisy! If you bother the others, they'll **__plain**.
18 I didn't finish the book. I read it all **__cept** the last chapter.
19 The winners will play each other tomorrow. They'll **__pete** for the prize.
20 Your dog is well trained. It always obeys your **__mands**.

E

tiny	nearly
small	almost

Words with the same meaning are called synonyms. *Tiny* is a synonym of *small. Nearly* is a synonym of *almost.*

Directions: Choose the word that has the *same* meaning as the word in heavy type. Write it.

21 **tidy** is a synonym of (neat, careless)
22 **grasp** is a synonym of (grab, breath)
23 **noisy** is a synonym of (quiet, loud)
24 **assist** is a synonym of (help, bother)
25 **simple** is a synonym of (hard, easy)

Use Your Imagination

Suppose you wanted to make a book all by yourself. What sort of material would you use to make the book? What would you put in your book? What kinds of pictures? How would you cover it? Tell about it.

Something for Bird Partridge

(a true story about American Indians)

by Flora Mae Hood

1 Every day the school bus took the Cherokee Indian children home from school. On this day Ada Armachain sat next to the window, silent. This afternoon, teacher had said they would visit old Bird Partridge the next day.

2 Bird Partridge was a very old Cherokee man. He was sick, too sick to walk. And he was very wise. Teach-

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er said everyone should bring him a present, something valuable.

3 Ada turned to the girl next to her on the bus, "What does *valuable* mean?"

4 "I don't know," she answered. "Ask the bus driver."

5 So Ada asked him.

6 "Valuable! That's a big word for a little girl. What is valuable to me might not be valuable to you."

7 When Ada got home, she found her mother in the yard. "I need something valuable to take to Bird Partridge," Ada said. "What is valuable, mamma?"

8 "Something that is valuable to you is something that you want or need very much. Now go find some wild greens by the creek close to grandma's house. Take a basket and get some for supper. While you're there, ask grandma what to take for Bird Partridge. She's very wise and very old. She'll know."

9 Ada walked fast to grandma's. On her way she stopped to pick the greens. Suddenly she saw a violet.

10 Here is something valuable, Ada thought. Maybe it would make Bird Partridge feel better to have a little violet.

11 Ada pulled the plant up by its roots and put it in a little can she found nearby. She decided to ask grandma if the violet would be valuable to the sick old man.

12 When Ada got to grandma's, she kissed her and gave her half the greens. Then she showed her the violet and told about tomorrow's trip.

13 Grandma looked at the violet again. "Yes, my dear, this is a lovely bird's-foot violet—most valuable. Old Bird Partridge can no longer go to the woods, so your violet will bring the woods to him."

14 The next day Ada took her violet to school. The other children had brought jars of peaches, jam, and honey. There were loaves of bread and coffee, too. Now Ada wasn't sure that grandma was right about her gift. The other children's things were more valuable than hers. But it had been the only gift she could find, and now it was too late.

15 The children got into the bus and rode through the woods to the Cherokee reservation where Bird Partridge lived.

16 At Bird Partridge's house, teacher knocked and she and all the others went inside. But Ada stayed on the porch. She didn't want to take her gift to the old man. She didn't think he'd like it.

17 After a while teacher and the children came out. Teacher put her hands on Ada's shoulders and said, "Take your gift to Bird Partridge. I told him you brought something valuable. He wants to see it—and he wants to see you, to ask about your grandma."

18 Ada went in and shyly offered her gift to the sick man.

19 "Why, it's a bird's-foot violet!" he said. "I never thought I'd live to see another. Thank you, my child. The beauty of the woods makes my heart glad. You've brought the most valuable gift of all. You've brought me spring!"

How Well Did You Read?

1 (*Recall the reason.*) On the way home from school, Ada was silent because she
- **a** was thinking about the visit to Bird Partridge
- **b** couldn't spell *valuable*
- **c** Neither *a* nor *b*

2 (*Recall the details.*) Who told Ada what the word *valuable* meant?
- **a** The teacher
- **b** Her mother
- **c** A bus driver

3 (*Recall the reason.*) Grandma thought the bird's-foot violet was a valuable gift because
- **a** it would bring the woods to Bird Partridge
- **b** it was Bird Partridge's favorite flower
- **c** Ada had hunted a long time to find it

4 (*Recall what was different.*) Ada's gift wasn't like the other children's gifts because it wasn't something to
- **a** wear
- **b** eat
- **c** use

5 (*Recall the result.*) When Ada gave the violet to Bird Partridge, he told her that
- **a** it was the most valuable gift of all
- **b** she had brought him spring
- **c** Both *a* and *b*

Learn about Words

A Often you can find out the meaning of a word from the way it is used in a story. The other words in the story help you.

Directions: Look at the numbered paragraph in the story. Find the word that best fits each meaning below. Write the word.

1 quiet; still (1)
2 gift (2)
3 leaves and stems of plants used for food (8)
4 made up her mind (11)
5 correct (14)
6 bashfully; timidly (18)
7 presented; held something out to be taken (18)

B Many words have more than one meaning. The way a word is used tells you which meaning the writer had in mind.

Directions: Look at each word in heavy type below. Look back at the numbered paragraph in the story. Which meaning does the word have there? Write **a** or **b**.

8 plant (11)
- **a** a living thing growing from earth
- **b** the buildings and machinery used for making things

9 reservation (15)
- **a** place where American Indians live
- **b** space held on a plane

10 spring (19)
- **a** season of the year
- **b** stream of water

C

teach + er = teacher
act + or = actor

The letters *er* and *or* can be added to a word to make a new word. The new word usually tells what we call a person who does a certain thing. Does a person *teach?* Then he is a *teacher.* Does a person *act?* Then he is an *actor.* Not every word that ends in *er* or *or* is like that, though. Here are two that do *not* mean a person who does something:

hunger *horror*

Directions: If the word in heavy type means someone who does a certain thing, write "yes." If it does not, write "no."

11 My Aunt Mildred thinks she is a **singer**.
12 Is the **river** deep enough for swimming?
13 The boy was filled with **terror**.
14 Mountain **climbers** must be very brave.
15 George was the best **reader** in his class.

D **a**ll frogs **j**ump
a b c d e **f** g h i **j** k l

The words *all frogs jump* are in alphabetical order. They start with the letters *a, f,* and *j.* The letter *a* comes first in the alphabet. The letter *f* comes later. Still later comes *j.* Understanding alphabetical order helps you use the dictionary.

Directions: The three words on each line are not in alphabetical order. Suppose they were. Which word would come *last?* Write that word.

16 lions can growl
17 babies look happy
18 is Dan lost
19 scared cats jump
20 May hates chocolate

E Sue is as thin as a pencil.

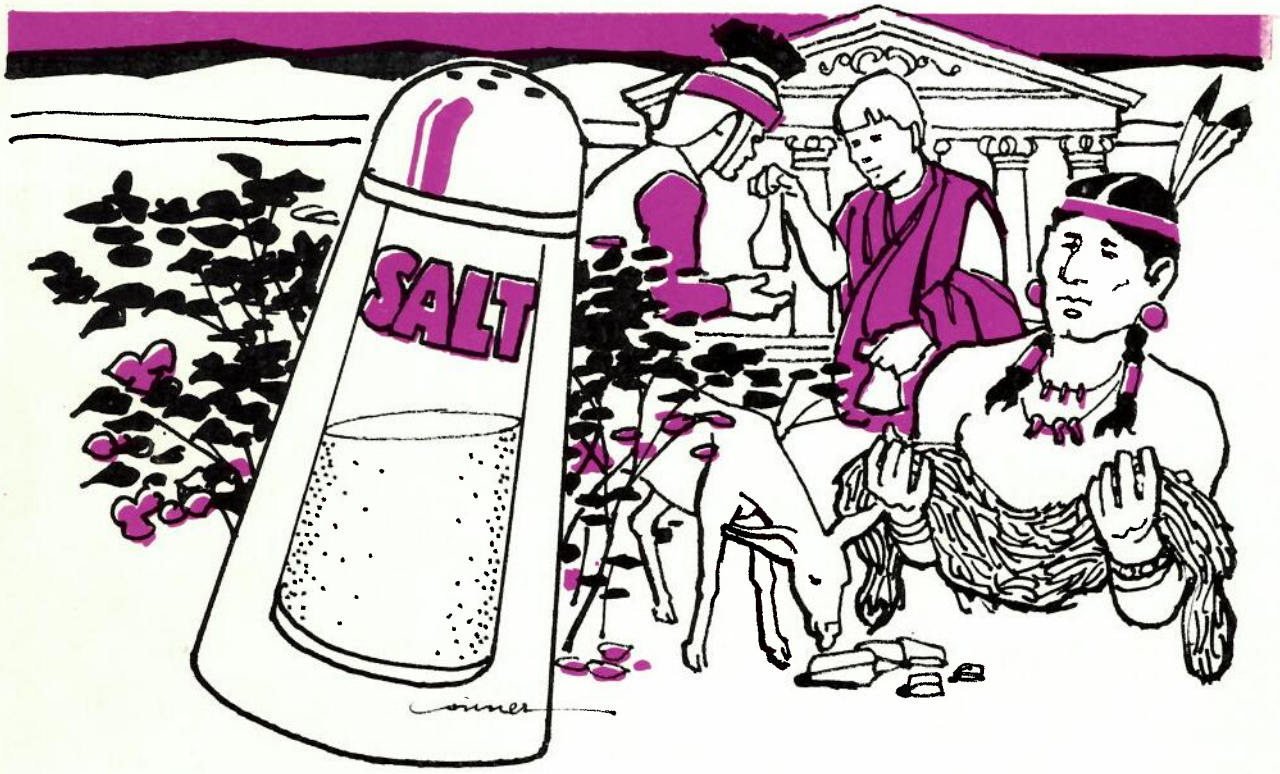
This sentence helps you understand how thin Sue is. The phrase "as thin as a pencil" is a *figure of speech.* It is just a different way of saying that Sue is very, very thin.

Directions: Write the word that best completes the sentence.

21 The children are noisy. A flock of birds is noisy. The children are as ____ as a flock of birds.
22 Her hands are smooth. Silk is smooth. Her hands are as smooth as ____.
23 Stars are bright. Diamonds are bright. The stars are as ____ as diamonds.
24 Harry is big. A giant is big. Harry is as big as a ____.
25 Molly's face is round. A saucer is round. Molly's face is as ____ as a saucer.

Use Your Imagination

Suppose your best friend was having a birthday. You wanted to give your friend a *valuable* gift. What would you choose to give? Tell why you would give this gift.



Salt Was More than a Seasoning

by Dorothy Telfer

1 Salt is one of the commonest things in the world. It is so common that most people don't know how interesting it is. This simple seasoning has been the cause of war. It has been used as money. Salt has been used as a good luck charm and as a sign of good faith. It has been used to punish a conquered nation.

2 The history of salt is a long one.

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No one knows when or where it was first used. Salt was used long before man knew how to write about it.

3 The Bible tells about salt. In biblical times men used it to preserve food as well as to make it taste better.

4 In an ancient country called Phoenicia, one man would give another a small bag of salt when making a promise. This was called "binding the promise with salt."

5 Long ago in Rome, salt was used to pay soldiers. The Romans' word for this salt payment was *salarium.* That's why, even today, a man's paycheck is called his *salary.* This old Roman custom of paying with salt also gave us the saying "He's not worth his salt."

6 The Romans found a cruel use for salt. Once they were at war with Carthage, a state in North Africa. The Romans killed or captured nearly all their enemies and burned the chief city. Then they scattered salt on the ground so that nothing could grow there.

7 The early Greeks made offerings of salt to their gods. And they thought that spilling salt at the table would bring bad luck. But hundreds of years later, other people decided that salt brought good luck. They sprinkled rooms with it. They washed babies with it. And they put small bags of salt around the necks of their children to keep them from harm.

8 About a thousand years ago, a great salt mine was found in Poland. Wars were fought over this salt supply. The mine has some sixty-five miles of huge, dark rooms. Many things were carved in the salt by the men who worked there. People from all parts of the world go there to see the carved chapels, statues, and murals.

9 Long ago the king of France would not let just anyone mine salt. Only special people were allowed to do it. All people had to pay a high tax on salt. Poor people could not buy it. The salt tax was one of the things that brought on the war called the French Revolution.

10 Some four hundred years ago the same thing took place in India. A tax was put on salt. This caused much hardship among the poor. The tax led to a war called the Salt Rebellion.

11 When America was a new land, salt was hard to find. Indians needed salt so much that some of them gave furs, food, and land for it.

12 As settlers were moving to the American West, they followed salt trails. Animals, which need salt, found spots where they could lick rock salt. The trails they made going to these "salt licks" became roads that settlers took.

13 It's not hard to get salt now. It's sold in any market. How strange it seems that men once fought and died for it!

How Well Did You Read?

1 (*Recall the details.*) The Bible tells of men using salt to
- **a** preserve food
- **b** bring good luck
- **c** Both *a* and *b*

2 (*Recall the details.*) Long ago in Rome salt was used to
- **a** preserve food
- **b** worship gods
- **c** pay soldiers

3 (*Recall the reason.*) People used to sprinkle rooms with salt so that they would
- **a** be protected from evil spirits
- **b** have good luck
- **c** always have salt on hand

4 (*Recall the reason.*) People go to a great salt mine in Poland to
- **a** watch salt miners at work
- **b** see the things carved in salt
- **c** gaze at the huge piles of salt

5 (*Recall the result.*) In two countries a tax on salt caused the people to
- **a** stop buying salt
- **b** start a war
- **c** buy salt from other lands

Learn about Words

A Often you can find out the meaning of a word from the way it is used in a story. The other words in the story help you.

Directions: Look at the numbered paragraph in the story. Find the word that best fits each meaning below. Write the word.

1 flavoring; something used on food to improve the taste (1)
2 defeated; overcome by force (1)
3 unkind; harsh and painful (6)
4 gifts given in worship (7)
5 shaped by cutting (8)
6 brought about; was the reason for (10)
7 paths or roads (12)

B Many words have more than one meaning. The way a word is used tells you which meaning the writer had in mind.

Directions: Look at each word in heavy type below. Look back at the numbered paragraph in the story. Which meaning does the word have there? Write **a** or **b**.

8 **simple** (1)
- **a** common; ordinary
- **b** dull; weak in mind

9 **preserve** (3)
- **a** keep safe; protect from harm
- **b** keep fresh; keep from spoiling

10 **scattered** (6)
- **a** separated and went in different directions
- **b** sprinkled; threw here and there

C

fullness = full + ness
punishment = punish + ment

When the letters *ness* and *ment* are added at the end of a word, they are suffixes. A suffix is a group of letters added at the end of a word to change the word's meaning. Learning to recognize suffixes makes you able to read many new words.

Directions: Notice that each word is made up of a shorter word and a suffix (*ness* or *ment*). Find the shorter word and write it without the suffix. For example, if you read *meanness,* you will write *mean.*

11 warmness
12 enjoyment
13 hardness
14 wonderment
15 management

D

be/gan	(began)
de/mand	(demand)

Some words begin with the syllable *be* or *de.* When you divide a word into syllables, you may find it easier to read.

Directions: Decide which syllable (*be* or *de*) will finish the incomplete word so that the sentence makes sense. Write the completed word. For example, if you see *__gan,* you will write *began.*

16 Tell me how the accident happened. __**scribe** it as well as you can.
17 We started to build our clubhouse last week. We __**gan** it Saturday morning.
18 I couldn't go to the party. I had to __**cline** the invitation.
19 He does not like his drawing. He wants to __**stroy** it.
20 The gold was hidden on the island. It was buried __**neath** a big rock.

E

big	tall
little	short

Words with opposite meanings are called antonyms. *Big* is an antonym of *little. Tall* is an antonym of *short.*

Directions: Choose the word that means the *opposite* of the word in heavy type. Write it.

21 **sweet** is an antonym of (sour, sugary)
22 **kind** is an antonym of (good, cruel)
23 **different** is an antonym of (unlike, like)
24 **strong** is an antonym of (weak, powerful)
25 **light** is an antonym of (heavy, bright)

Use Your Imagination

Suppose you were asked to think of a way to use salt. What could you do with it besides putting it on food? Tell about your use for salt.

THE EGGS

(a Greek folktale)
by Aliki

PURPLE 5 Lab 1c

1 Once there was a sea captain whose most precious possession was his boat.

2 The captain sailed to many ports. And he knew most of them well. But one day he docked in a port that he seldom visited.

3 As his crew unloaded the boat, the captain told them he was going to lunch.

4 He saw an inn and entered.

5 "Good afternoon," he said. "What do you have to eat?"

6 "Nothing," answered the innkeeper. "I've just run out of food."

7 "Then I'll find another place to eat," said the hungry captain.

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8 "Wait," said the innkeeper. "I just fried four eggs. Maybe you'd like them."

9 "That should satisfy anybody's hunger," answered the captain, and he took a seat.

10 Just as he was finishing his meal, one of his sailors ran in.

11 "Quick, Captain!" he cried. "A storm is coming."

12 The men ran out so fast that the captain forgot to pay for the eggs.

13 They quickly sailed off before the winds could do any damage to the boat.

14 Six years passed. At last the captain returned to the place where he'd eaten the eggs. He'd never forgotten his unpaid bill.

15 The captain greeted the innkeeper and explained who he was. "Now I'd like to pay for the eggs."

16 "Fine," said the innkeeper. "That will be five hundred gold pieces."

17 "What!" cried the captain. "Who ever heard of such a price for four eggs?"

18 "If I'd had those eggs," said the innkeeper, "I'd have put them under a hen. They'd have hatched. I'd have had two hens and two roosters. They'd have multiplied, and in six years I'd have had a huge chicken farm. It would have brought me great wealth. Now, pay me or I'll take you to court."

19 The captain was in despair. Such a price would cost him his precious boat.

20 But the innkeeper would listen to no explanations. "I'll see you in court tomorrow!" he shouted.

21 The captain walked up and down the street. Then he passed a café. He decided to go in and think over his problem. He found a seat and ordered a cup of coffee.

22 Then he heard a voice ask, "What's wrong? You look unhappy."

23 He glanced up and saw a friendly-looking man sitting nearby. The captain told the man his story.

24 "You've spoken to the right person," the man said. "I'm a lawyer. I'll see that you don't lose your boat tomorrow."

25 The next morning the captain arrived in court at seven o'clock. The lawyer didn't arrive until twelve.

26 "Where have you been?" asked the judge.

27 "I'm sorry, sir," said the lawyer, "but when you hear my story, you'll know why I'm so late.

28 "This morning a friend gave me a sack of beans. My wife likes beans so much that she cooked them all. We ate them for breakfast, but we couldn't finish them. So we took the leftovers and planted them."

29 "You planted the cooked beans?" laughed the innkeeper. "Who ever heard of cooked beans sprouting?"

The lawyer turned to him and said, "AND WHO EVER HEARD OF FRIED EGGS HATCHING?"

31 At once the innkeeper saw how foolish he was being.

32 The judge ordered the captain to pay for his four fried eggs. The captain did it gladly. Then, happy and lighthearted, he went off to his boat and sailed away.

How Well Did You Read?

1 (*Recall the details.*) The sea captain went to have lunch in
- **a** a new inn in a town he often visited
- **b** an inn with a new innkeeper
- **c** an inn in a port he seldom visited

2 (*Recall the details.*) The innkeeper had no food except some
- **a** beans he had just cooked
- **b** eggs he had just fried
- **c** Both *a* and *b*

3 (*Recall the reason.*) The captain did not pay for his meal because he
- **a** was not an honest man
- **b** thought the meal was very bad
- **c** had to return to his ship quickly

4 (*Recall the order.*) After the captain learned the price of the eggs, he *first*
- **a** found a lawyer and went to court
- **b** went into a café to think
- **c** told his story to a friendly man

5 (*Recall the result.*) Because of the story the lawyer told, the captain was ordered to
- **a** pay the innkeeper for four fried eggs
- **b** give the innkeeper a sack of beans
- **c** pay the innkeeper 500 gold pieces

Learn about Words

A Often you can find out the meaning of a word from the way it is used in a story. The other words in the story help you.

Directions: Look at the numbered paragraph in the story. Find the word that best fits each meaning below. Write the word.

1 property; belonging (1)
2 brought the ship to shore (2)
3 not often; rarely (2)
4 relieve; ease; take care of (9)
5 a hopeless mood (19)
6 costly; valuable (19)
7 reasons; answers (20)

B Many words have more than one meaning. The way a word is used tells you which meaning the writer had in mind.

Directions: Look at each word in heavy type below. Look back at the numbered paragraph in the story. Which meaning does the word have there? Write **a** or **b**.

8 ports (2)
- **a** places where ships anchor
- **b** sweet wines from Portugal

9 court (18)
- **a** place where tennis is played
- **b** place where laws are enforced

10 lose (24)
- **a** misplace; be unable to find
- **b** have to give up; have taken away

C

careless = care + less
careful = care + ful

When the letters *less* and *ful* are added at the end of a word, they are suffixes. A suffix is a group of letters added at the end of a word to change the word's meaning. Learning to recognize suffixes makes you able to read many new words.

Directions: Notice that each word is made up of a shorter word and a suffix (*less* or *ful*). Find the shorter word and write it without the suffix. For example, if you read *matchless,* you will write *match.*

11 wonderful
12 rainless
13 joyful
14 truthful
15 bookless

D

ex/plain	(explain)
com/plete	(complete)

Some words begin with the syllable *ex* or *com.* When you divide a word into syllables, you may find it easier to read.

Directions: Decide which syllable (*ex* or *com*) will finish the incomplete word so that the sentence makes sense. Write the completed word. For example, if you see *__plete,* you will write *complete.*

16 These gloves aren't the same. If you **__pare** them, you'll find one is bigger.
17 Donald wanted to leave the building. He looked for the nearest **__it.**
18 My balloon looks small. But if I blow air into it, it will **__pand.**
19 Mary is not here yet. I **__pect** her at one o'clock.
20 Larry didn't finish his work. He will have to **__plete** it tomorrow.

E

tiny	nearly
small	almost

Words with the same meaning are called synonyms. *Tiny* is a synonym of *small. Nearly* is a synonym of *almost.*

Directions: Choose the word that has the *same* meaning as the word in heavy type. Write it.

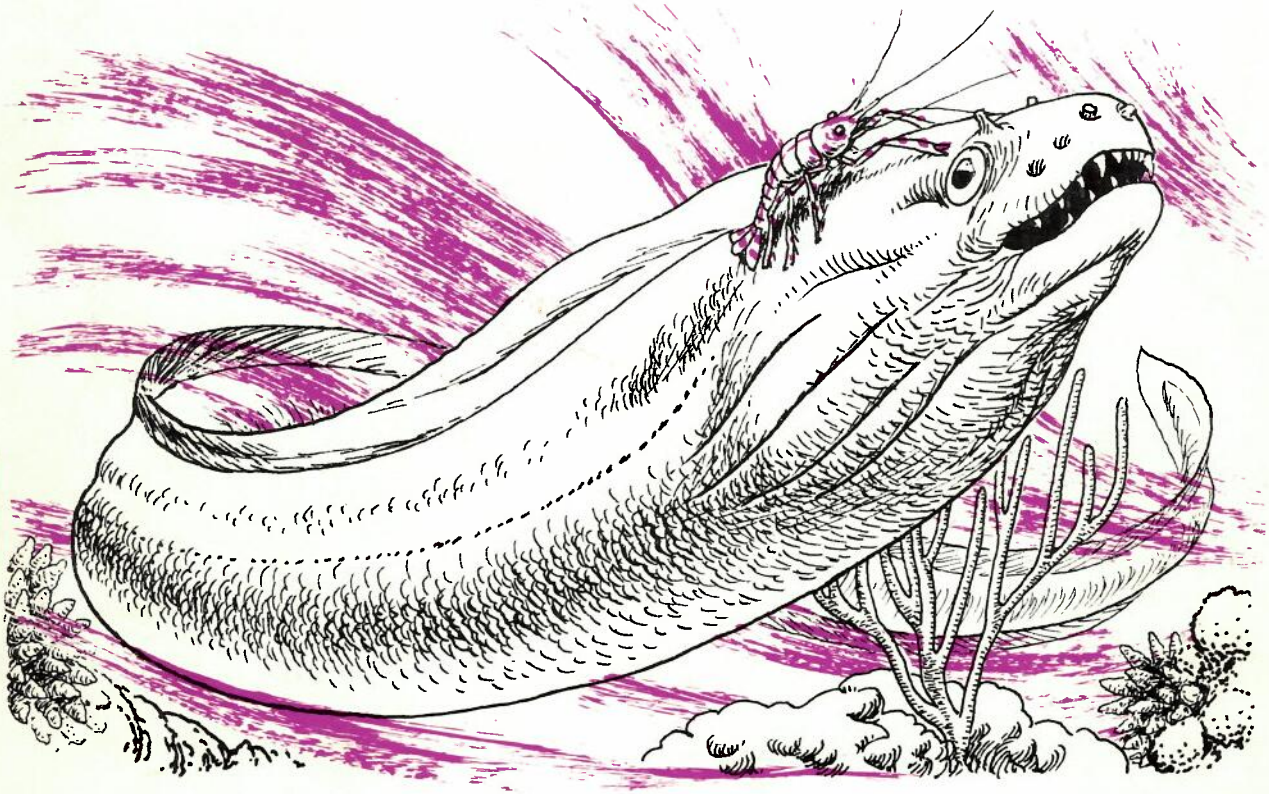
21 **bunny** is a synonym of (squirrel, rabbit)
22 **old** is a synonym of (young, aged)
23 **agreeable** is a synonym of (nasty, pleasant)
24 **glance** is a synonym of (look, leap)
25 **reply** is a synonym of (answer, ask)

Use Your Imagination

The innkeeper sold the captain four eggs that he had already fried. Suppose the innkeeper had sold him four uncooked eggs. Could the lawyer have won the case then? Tell some reasons the lawyer could use to win the case.

The Eel and Its Partner

by Ruth H. Dudley



1 Animals often work together in nature. They may work together to build nests. They may work together to find food. They may help each other keep clean. Now this is no surprise when the animals are two of a kind. You may have seen two cats licking each other clean. Or two birds caring for their babies together. That seems quite natural to us.

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Printed in the United States of America.

2 But sometimes two entirely different animals work together. Sometimes they are so different, you'd think they could never get along. The moray eel and the red-and-white shrimp are a good example.

3 Eels are fish that look much like snakes. The moray eel is one of the largest. It's about three and a half feet long. It has long jaws, and teeth as sharp as needles. Like most eels, the moray feeds on shrimp. And most shrimp are afraid of the moray eel. They slip away and hide when they see one coming. But not the red-and-white shrimp.

4 This shrimp isn't afraid of the moray eel at all. And it doesn't try to hide from the eel. In fact, it wants the moray eel to see it. It sits on a piece of coral and waits. When it sees a moray eel coming, it waves its antennae, or feelers. Its movements mean that it wants the eel to come close.

5 Now, an ordinary shrimp wouldn't last long if it did this. The eel would eat it in one big gulp. After all, a shrimp is only about three inches long, except for its long legs and long antennae.

6 But when the moray eel sees the red-and-white shrimp moving its feelers, it swims up to the shrimp, fast. To the eel, this shrimp is not a quick, easy meal. It's a useful partner.

7 When the eel comes close to the shrimp, a surprising thing happens. The shrimp reaches out and strokes the eel gently with its feelers. And the eel lies back in the water, as though it wants to be stroked. But the eel is not there to be petted. It is there to be cleaned.

8 This cleaning is an important job to both partners. So the shrimp does not keep its customer waiting. First it gets a good hold on the eel's body with a pair of its long front legs. Then, with a shorter pair of legs, it picks off tiny parasites. These are tiny sea animals that live on the eel's body, in its gills, and in its mouth. The eel lies still while the shrimp cleans it. It seems to enjoy every minute of this. The shrimp must enjoy it too. It eats each parasite it finds. It is a cleaning job for the eel and a good meal for the shrimp.

9 When the shrimp has finished, it loosens its hold on the eel. The moray eel glides away. It feels cleaner. Then the shrimp slips back to its coral station. It waits there for another customer.

10 The small shrimp has had a good meal, and the eel has been cleaned. The shrimp and the eel need each other. And each lives a better life because of its partner.

How Well Did You Read?

1 (*Recall a detail.*) The moray eel is about
- **a** three and one half feet long
- **b** two feet long
- **c** three and one half inches long

2 (*Recall the result.*) When it sees a moray eel, the red-and-white shrimp
- **a** slips away and tries to hide
- **b** waves its antennae
- **c** swims toward the eel

3 (*Recall the reason.*) The eel gets close to the shrimp so that the shrimp can
- **a** clean the eel
- **b** pet the eel
- **c** tickle the eel

4 (*Recall the details.*) While the shrimp strokes the eel, the eel is
- **a** swimming around and looking for food
- **b** trying to get the shrimp off its back
- **c** lying still and enjoying it

5 (*Recall the reason.*) The shrimp picks parasites off the eel because the shrimp
- **a** is afraid of the eel
- **b** depends on the eel for protection
- **c** eats the parasites

Learn about Words

A Often you can find out the meaning of a word from the way it is used in a story. The other words in the story help you.

Directions: Look at the numbered paragraph in the story. Find the word that best fits each meaning below. Write the word.

1 normal; as it should be (1)
2 completely; wholly (2)
3 huge, greedy swallow (5)
4 animal or person who works with another (6)
5 rubs gently (7)
6 client; one who uses the services of another (8)
7 releases; frees (9)

B Many words have more than one meaning. The way a word is used tells you which meaning the writer had in mind.

Directions: Look at each word in heavy type below. Look back at the numbered paragraph in the story. Which meaning does the word have there? Write **a** or **b**.

8 slip (3)
- **a** move quietly
- **b** slide by mistake and fall

9 last (5)
- **a** continue to exist
- **b** stay fresh or useful

10 station (9)
- **a** stopping place for a train
- **b** place where someone stands and waits

C

teach + er = teacher
act + or = actor

The letters *er* and *or* can be added to a word to make a new word. The new word usually tells what we call a person who does a certain thing. Does a person *teach?* Then he is a *teacher.* Does a person *act?* Then he is an *actor.* Not every word that ends in *er* or *or* is like that, though. Here are two that do *not* mean a person who does something:

hunger *horror*

Directions: If the word in heavy type means someone who does a certain thing, write "yes." If it does not, write "no."

11 Bella's uncle is an **actor** on TV.
12 Janet is **younger** than Clyde.
13 I wish this bread were **fresher**.
14 A fat **robber** held up the train.
15 Who was the **winner** of that race?

D

all frogs jump
a b c d e **f** g h i **j** k l

The words *all frogs jump* are in alphabetical order. They start with the letters *a, f,* and *j.* The letter *a* comes first in the alphabet. The letter *f* comes later. Still later comes *j.* Understanding alphabetical order helps you use the dictionary.

Directions: The three words on each line are not in alphabetical order. Suppose they were. Which word would come *last?* Write that word.

16 stand up now
17 Martha likes reading
18 can tigers sing
19 Bob skipped home
20 find Jan's cap

E

Sue is as thin as a pencil.

This sentence helps you understand how thin Sue is. The phrase "as thin as a pencil" is a *figure of speech.* It is just a different way of saying that Sue is very, very thin.

Directions: Write the word that best completes the sentence.

21 Marie is pretty. A rose is pretty. Marie is as ____ as a rose.
22 That bed is hard. A rock is hard. That bed is as hard as a ____.
23 Bob felt stiff. A board is stiff. Bob felt as ____ as a board.
24 The room was untidy. A junkyard is untidy. The room was as untidy as a ____.
25 The house is comfortable. Old shoes are comfortable. The house is as ____ as an old shoe.

Use Your Imagination

Suppose a moray eel always went to the same shrimp to be cleaned. The eel and the shrimp could become good friends. Make up a story about an eel and a shrimp that become friends and tell what they do.

The Elephant That Helped Cure a Stomach-ache

by Elizabeth Rider Montgomery

This illustration has been redrawn and is not taken from the Babar series.

1 Boys and girls all over the world have read *The Story of Babar.* They love the little elephant Babar, his friend the Old Lady, Queen Celeste, and all the other characters in the book. It's hard to tell which children like better—the tale of Babar's adventures or the pictures. Both the story and the drawings make the book a favorite of children. But this book might not have been written if a small boy hadn't had a stomach-ache.

2 In 1930 an artist named Jean de Brunhoff, his wife, and their two small sons lived in France.

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3 One day little Mathieu ate something that upset his stomach. So his mother put him to bed. It was not hard for her to keep him quiet at first. But then Mathieu began to feel better. He did not want to stay in bed. He wanted to get up and play with his brother.

4 His mother tried to entertain him with all the songs, stories, and games that she knew. But at last she could think of no more ways to keep her son quiet. She had to think of something new. Well, she would make up a story to tell him!

5 "Lie still, dear," she said to her son. "I'll tell you a story that you have not heard. It's the story of an elephant."

6 Mathieu liked that. "A baby elephant?" he asked.

7 "Yes, dear," said his mother.

8 And so she began to tell the story. It was a tale about a little elephant who went to town and bought a new outfit of clothes.

9 Little Mathieu was pleased with the story. He asked his mother to tell it again. Then his brother Laurent asked to hear it. So the boys' mother told it once more. Each time she would add something new to the story.

10 That night when Jean de Brunhoff came home, his wife told him how she had tried to keep their young son quiet in bed. De Brunhoff listened to his wife tell the story she had made up for the child.

11 When she came to the end, he said, "That is delightful! That story would make a charming book, with watercolor sketches."

12 A few days passed. Then the artist showed his wife and his sons some sketches he had made. He had drawn the little elephant.

13 The boys loved the pictures.

14 "Make some more," said Laurent.

15 "Make more of the baby elephant," begged Mathieu.

16 Each day de Brunhoff would make a few more sketches. And at night he would show his work to his family. Soon the artwork was done. Then he wrote the story that his wife had made up. He named the little elephant Babar.

17 De Brunhoff took the story to some French publishers. They thought it would be a good book for children. So *The Story of Babar* was published in France in 1932. The next year the book was printed in English. Soon boys and girls who spoke French or English knew and loved Babar.

18 Time passed, and the book was printed in other languages. Today the story that a mother made up to keep her sick child quiet is enjoyed by boys and girls of many lands. Maybe you've read it. If not, you have a treat ahead!

How Well Did You Read?

1 (*Recall the details.*) Jean de Brunhoff and his wife and children lived in
- **a** England
- **b** France
- **c** Germany

2 (*Recall the reason.*) Mrs. de Brunhoff made up a story for her son because
- **a** she was trying to keep him quiet
- **b** he couldn't read yet
- **c** she had no new books to read to him

3 (*Recall the details.*) Mrs. de Brunhoff made up a story about
- **a** an elephant with big ears that learned to fly
- **b** a baby elephant that lost his mother
- **c** a little elephant that went to town and bought clothes

4 (*Recall the order.*) After Mr. de Brunhoff heard the story, he *first*
- **a** wrote down the story
- **b** made sketches for the story
- **c** took the story to a publisher

5 (*Recall the result.*) When the publishers saw the story, they thought
- **a** it would be a good book for children
- **b** the story needed new pictures
- **c** changes should be made in the story

Learn about Words

A Often you can find out the meaning of a word from the way it is used in a story. The other words in the story help you.

Directions: Look at the numbered paragraph in the story. Find the word that best fits each meaning below. Write the word.

1 exciting, interesting deeds (1)
2 painter (2)
3 suit (8)
4 happy; delighted (9)
5 drawings; paintings (11)
6 liked; read with pleasure (18)
7 special pleasure; bit of fun (18)

B Many words have more than one meaning. The way a word is used tells you which meaning the writer had in mind.

Directions: Look at each word in heavy type below. Look back at the numbered paragraph in the story. Which meaning does the word have there? Write **a** or **b**.

8 characters (1)
- **a** odd, strange persons
- **b** persons in a story or play

9 upset (3)
- **a** made unhappy; worried
- **b** hurt; made slightly ill

10 entertain (4)
- **a** amuse; interest; keep happy
- **b** be a hostess to; have guests

C

fullness = full + ness
punishment = punish + ment

When the letters *ness* and *ment* are added at the end of a word, they are suffixes. A suffix is a group of letters added at the end of a word to change the word's meaning. Learning to recognize suffixes makes you able to read many new words.

Directions: Notice that each word is made up of a shorter word and a suffix (*ness* or *ment*). Find the shorter word and write it without the suffix. For example, if you read *meanness,* you will write *mean.*

11 placement
12 government
13 wetness
14 encouragement
15 sweetness

D

be/gan	(began)
de/mand	(demand)

Some words begin with the syllable *be* or *de.* When you divide a word into syllables, you may find it easier to read.

Directions: Decide which syllable (*be* or *de*) will finish the incomplete word so that the sentence makes sense. Write the completed word. For example, if you see *__gan,* you will write *began.*

16 I don't think that man told the truth. It's my **__lief** that he was lying.
17 Don't try to climb that hill. There isn't time to **__scend** before dark.
18 There is nothing left of the old barn. It was **__stroyed** in a fire.
19 The plates are on the bottom shelf. They are just **__low** the cups.
20 Don't fight with your brother on the bus. You should **__have** yourselves in public.

E

big	tall
little	short

Words with opposite meanings are callen antonyms. *Big* is an antonym of *little. Tall* is an antonym of *short.*

Directions: Choose the word that means the *opposite* of the word in heavy type. Write it.

21 **old** is an antonym of (young, aged)
22 **stupid** is an antonym of (bright, dull)
23 **fierce** is an antonym of (savage, gentle)
24 **dry** is an antonym of (stale, wet)
25 **happy** is an antonym of (sad, glad)

Use Your Imagination

Suppose your little brother was ill and had to stay in bed. What would you do to entertain him? Could you make up a story he would like? Tell what you would do.

The King o' the Cats

by Joseph Jacobs

1 One rainy winter evening the parson's wife was sitting by the fireside with her big black cat, Old Tom. Both were half asleep and waiting for the parson to come home.

2 They waited and they waited, and at last he came rushing in. His eyes were as big as saucers. He was calling out, "Who's Tom Tildrum?" in such a wild way that both his wife

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and the cat just stared at him.

3 Finally, his wife said, "Why, what's the matter? And why do you want to know who Tom Tildrum is?"

4 "Oh, I've had such an adventure," said the parson. "Crossing the graveyard on my way home tonight I sat on a rock there, to rest my feet. I suppose I must have dropped asleep. I woke up hearing a cat's *'Meow.'"*

5 *"Meow!"* said Old Tom in answer.

6 "Yes, just like that! So I looked up and what do you think I saw coming toward me?"

7 "Now, how can I tell?" said the parson's wife.

8 "Why, nine black cats, all like our friend Tom here, all with a white spot on their chests. And what do you think they were carrying? Why, a small coffin covered with a rich black velvet cloth, and on the velvet cloth was a small crown, all of gold. And at every third step the cats took, they cried all together, *'Meow.'"*

9 *"Meow!"* said Old Tom again.

10 "Yes, just like that!" said the parson. "And as they came nearer and nearer to me I could see them more clearly. Their eyes shone out with a sort of green light. Well, they all came toward me, eight of them carrying the coffin, and the biggest cat of all walking in front—but look at our Tom, how he's looking at me. You'd think he knew all I was saying."

11 "Go on, go on," said his wife. "Never mind Old Tom."

12 "Well, as I was saying, they came toward me very slowly, and at every third step crying all together, *'Meow.'"*

13 *"Meow!"* said Old Tom again.

14 "Yes, just like that, until they came and stood right in front of me. They all stood very still and looked straight at me. I did feel very strange, that I did! But look at Old Tom—he's looking at me just as they did."

15 "Go on, go on," said his wife. "Never mind Old Tom."

16 "Where was I? Oh, they all stood still looking at me, while the one that wasn't carrying the coffin came forward and, staring straight at me, said to me with a squeaky voice, 'Tell Tom Tildrum that Tim Toldrum is dead.' And that's why I asked you if you knew who Tom Tildrum was. Now how can I tell Tom Tildrum that Tim Toldrum is dead if I don't know who Tom Tildrum is?"

17 "Look at Old Tom, look at Old Tom!" screamed his wife.

18 And what a sight old Tom was! Tom was swelling, and Tom was staring, and at last Tom shrieked out, "What—old Tim dead! Then I'm the King o' the Cats!" And he rushed up the chimney and was nevermore seen.

How Well Did You Read?

1 (*Recall the reason.*) The parson was excited when he came home because he
- **a** had had an adventure
- **b** was late for services
- **c** had been chased all the way home

2 (*Recall the details.*) As the parson told his story, his cat kept
- **a** switching its tail
- **b** rubbing against the parson
- **c** saying "Meow"

3 (*Recall the details.*) Old Tom kept staring at the parson just as
- **a** Tom Tildrum had done
- **b** Tim Toldrum had done
- **c** the nine cats had done

4 (*Recall the order.*) One of the nine cats spoke to the parson
- **a** after they were all in front of him
- **b** before they got near him
- **c** Neither *a* nor *b*

5 (*Recall the reason.*) Old Tom rushed up the chimney and disappeared because he
- **a** was now King o' the Cats
- **b** was badly frightened
- **c** always went out that way

Learn about Words

A Often you can find out the meaning of a word from the way it is used in a story. The other words in the story help you.

Directions: Look at the numbered paragraph in the story. Find the word that best fits each meaning below. Write the word.

1 small, round shallow dishes (2)
2 looked in surprise (2)
3 minister; clergyman (4)
4 box for burying dead people or animals (8)
5 thin; thin, sharp-sounding (16)
6 puffing up; becoming larger (18)
7 cried; cried in a sharp voice (18)

B Many words have more than one meaning. The way a word is used tells you which meaning the writer had in mind.

Directions: Look at each word in heavy type below. Look back at the numbered paragraph in the story. Which meaning does the word have there? Write **a** or **b**.

8 chests (8)
- **a** boxes with lids and handles on them
- **b** front parts of the body enclosed by the ribs

9 crying (12)
- **a** calling loudly; yelling
- **b** shedding tears; weeping

10 strange (14)
- **a** odd; peculiar; uncomfortable
- **b** like a stranger; foreign

C

careless = care + less
careful = care + ful

When the letters *less* and *ful* are added at the end of a word, they are suffixes. A suffix is a group of letters added at the end of a word to change the word's meaning. Learning to recognize suffixes makes you able to read many new words.

Directions: Notice that each word is made up of a shorter word and a suffix (*less* or *ful*). Find the shorter word and write it without the suffix. For example, if you read *matchless,* you will write *match.*

11 powerful
12 boastful
13 moneyless
14 waterless
15 sisterless

D

ex/plain	(explain)
com/plete	(complete)

Some words begin with the syllable *ex* or *com.* When you divide a word into syllables, you may find it easier to read.

Directions: Decide which syllable (*ex* or *com*) will finish the incomplete word so that the sentence makes sense. Write the completed word. For example, if you see *__plete,* you will write *complete.*

16 If you have hiccups, hold your breath. Count ten; then **__hale.**
17 Which box is bigger? Let's **__pare** the sizes of the boxes.
18 Jack likes to write music. He's going to **__pose** a folk song.
19 Blow up this balloon. It will **__pand** to ten times its size.
20 Jane doesn't like her new coat. She **__plains** of its length.

E

tiny	nearly
small	almost

Words with the same meaning are called synonyms. *Tiny* is a synonym of *small. Nearly* is a synonym of *almost.*

Directions: Choose the word that has the *same* meaning as the word in heavy type. Write it.

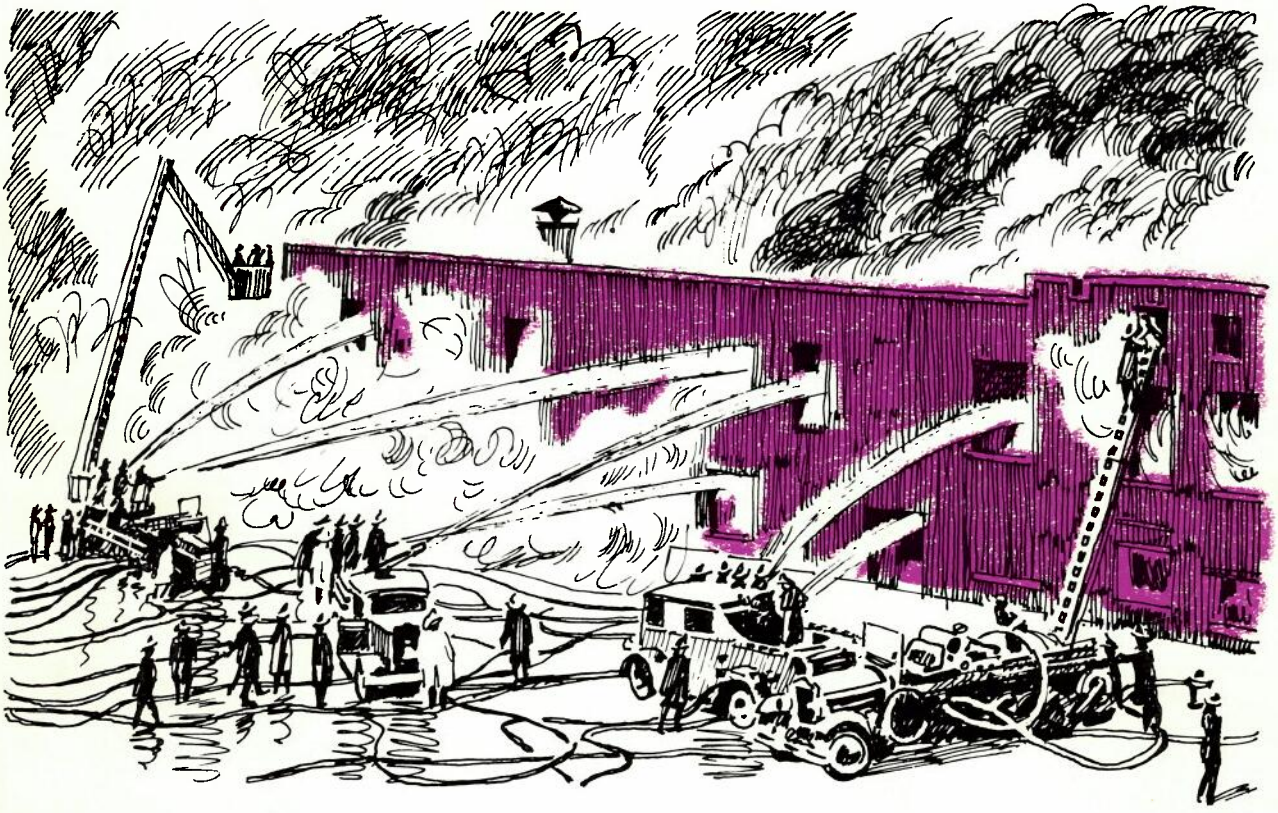
21 **chilly** is a synonym of (warm, cool)
22 **rapid** is a synonym of (slow, quick)
23 **thief** is a synonym of (robber, plumber)
24 **absent** is a synonym of (missing, present)
25 **blank** is a synonym of (empty, full)

Use Your Imagination

Did you like the way this story ended? What do you think happened to Tom after he left the parson's house? Where did he go? Tell a story about it.

Fire Snorkel Number 7

by Jene Barr



1 Fire! Fire!

2 A toy factory is on fire. Here come the fire engines!

3 There are two pumpers, a hook and ladder, a rescue squad, and Fire Snorkel Number 7. Sirens blow. Lights flash on the fire engines. Cars and buses move out of the way.

4 The fire engines stop at the toy factory. Smoke comes out of the windows. Smoke comes out of the roof. Quick! The men lay the hose from

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the pumper to the fire. Firemen put ladders up to the windows. Up goes Fire Snorkel Number 7.

5 The fire marshal is in a helicopter. Over his radio he tells the chief, "Get water on the roof across the street!" The chief tells his firemen what to do.

6 A woman climbs out of a window. A fireman helps her down the ladder. Two men are trapped on the top floor. Down come the two men in the snorkel basket.

7 There are more people to save. The firemen bring the life net. A fireman calls, "Bend your knees. Raise your arms. Jump into the middle of the net."

8 Everyone is saved! At last the fire is over. The chief and the firemen look over the toy factory. They make sure the fire is out. They close holes in the roof and floor. They clean up broken glass at the windows. They sweep away the water.

9 Firemen are on the job all the time. Some work in fire stations at airports. If a plane catches fire or an oil tank burns, firemen use fog, foam, or other chemicals. They wear special suits for these fires. The firemen look like men from Mars.

10 The fireman's job is getting bigger, because cities are changing. Cities are growing bigger. Buildings are getting taller. So firemen must have many kinds of tools and powerful fire engines.

11 Fire trucks have two-way radios. The hook and ladder has an aerial ladder that goes up by power.

12 The rescue squad carries torches, electric saws, and frogman suits.

13 And Fire Snorkel Number 7 has a pumper, rolls of hose, a tank of water, and a big basket to save people.

14 Firemen try to keep fires from starting. They inspect buildings to make sure they are safe.

15 Do you know there are fire schools? These schools teach men how to fight fires and save people. When they become firemen, the men work in a fire station.

16 What a busy place the fire station is! The men live and work there. They make their beds, cook, and keep the station clean.

17 After every fire, firemen wash the hose and hang it up to dry. They put the tools in order, clean the trucks, and get set for the next call. These are the firemen you see.

18 But there are some fire workers you never see. You don't see the men in the special office where fire calls come in, or the men who work to find out how fires start, or the men who study ways to stop fires.

19 But you do see the firemen as they rush to a fire. And you see two pumpers, a hook and ladder, a rescue squad, and Fire Snorkel Number 7!

How Well Did You Read?

1 (*Recall the details.*) Firemen save some people by using the
a snorkel basket
b life net
c Both *a* and *b*

2 (*Recall the details.*) When an oil tank catches fire, firemen put the fire out with
a fog, foam, or other chemicals
b water, sand, or blankets
c Neither *a* nor *b*

3 (*Recall the result.*) Because cities are changing, today a fireman
a doesn't have much work
b has a bigger job
c works a few hours each week

4 (*Recall the details.*) At the fire station, the firemen
a make their beds and cook
b keep the station clean
c Both *a* and *b*

5 (*Choose the main idea.*) The story was mainly about how
a fires destroy buildings
b fires start
c firemen fight fires

Learn about Words

A Often you can find out the meaning of a word from the way it is used in a story. The other words in the story help you.

Directions: Look at the numbered paragraph in the story. Find the word that best fits each meaning below. Write the word.

1 team; group (3)
2 loud, shrill warning whistles (3)
3 shine on and off; blink (3)
4 tube for carrying water (4)
5 caught; unable to escape (6)
6 look at; examine; check (14)
7 equipment, such as shovels and axes (17)

B Many words have more than one meaning. The way a word is used tells you which meaning the writer had in mind.

Directions: Look at each word in heavy type below. Look back at the numbered paragraph in the story. Which meaning does the word have there? Write **a** or **b**.

8 glass (8)
a container to drink from
b clear material in windows

9 starting (14)
a beginning; getting going
b sudden springing movement

10 station (16)
a building for police or firemen
b place where trains stop

C

teach + er = teacher
act + or = actor

The letters *er* and *or* can be added to a word to make a new word. The new word usually tells what we call a person who does a certain thing. Does a person *teach?* Then he is a *teacher.* Does a person *act?* Then he is an *actor.* Not every word that ends in *er* or *or* is like that, though. Here are two that do *not* mean a person who does something:

hunger *horror*

Directions: If the word in heavy type means someone who does a certain thing, write "yes." If it does not, write "no."

11 What bird says "Polly wants a **cracker**"?
12 Please tell **mother** that I'm home.
13 That horse has lost its **rider**.
14 Which **player** hit the ball?
15 Who broke the **mirror**?

D **a**ll **f**rogs **j**ump
a b c d e **f** g h i **j** k l

The words *all frogs jump* are in alphabetical order. They start with the letters *a, f,* and *j.* The letter *a* comes first in the alphabet. The letter *f* comes later. Still later comes *j.* Understanding alphabetical order helps you use the dictionary.

Directions: The three words on each line are not in alphabetical order. Suppose they were. Which word would come *last?* Write that word.

16 oil the gate
17 thunder scares Pete
18 who saw Hal
19 the ice cracked
20 mice can run

E Sue is as thin as a pencil.

This sentence helps you understand how thin Sue is. The phrase "as thin as a pencil" is a *figure of speech.* It is just a different way of saying that Sue is very, very thin.

Directions: Write the word that best completes the sentence.

21 My eyes are black. Coal is black. My eyes are as black as ____.
22 The little boy is playful. A puppy is playful. The little boy is as ____ as a puppy.
23 Susie has a bright smile. Sunshine is bright. Susie's smile is as bright as ____.
24 Jim's feet are cold. Ice is cold. Jim's feet are as ____ as ice.
25 That baby is fat. A butterball is fat. That baby is as fat as a ____.

Use Your Imagination

Firemen use many different kinds of tools to stop fires. Suppose firemen had no tools to use. How do you think they would stop fires? Tell about it.

Mr. Martin and the Family Pets

by Gerald and Hilda Lind

1 Mr. Martin's family loved animals. There were pets everywhere in the house. Now Mr. Martin liked animals too. But he was annoyed when he found them in places where he thought they shouldn't be.

2 One morning the Martin children were startled to hear their father shouting. "This house is just like a zoo!" he cried.

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3 Mr. Martin had just found Emil, the chameleon, in the bathtub. Sometimes Emil looked for insects in strange places.

4 "What is this animal doing in the bathtub?" asked Mr. Martin. "John, take this reptile out right now. Put him outside. If Emil wants to look for insects, he can look in the garden."

5 "But it's raining," said John.

6 "Good," said Mr. Martin. "Chameleons love rain. Just get him out of here."

7 John took Emil out of the bathtub and put him outside. Emil began turning green in the grass. Insects would hardly be able to see him on the green plants. "See you later, Emil," said John.

8 After breakfast Mr. Martin went into the living room. He planned to read for a while before he went to work. Just as he was sitting down in his favorite chair, there was a howl of pain. Mr. Martin had sat on Mingo, the dog.

9 "Why is this dog sitting in my chair?" asked Mr. Martin in a loud voice.

10 No one answered him.

11 "Put him outside. Oh—I forgot, it's raining. Well, put him someplace. I don't care where."

12 Mingo got down from the chair with a pained look. He couldn't understand why that was Mr. Martin's chair. Mingo sat in it when he felt cold. He didn't like the sofa. It was too large. But that chair was just right. Sadly, Mingo went out on the porch.

13 Mr. Martin sat down to read. He had just turned the first page when Timothy, the parrakeet, started to talk. Mr. Martin couldn't keep his mind on his reading.

14 "Tell that bird I want silence," ordered Mr. Martin. "Who's he talking to, anyway?"

15 Ann, his daughter, said, "Timothy is talking back to his record. He needs talking practice. How is he going to talk well if he doesn't get practice?"

16 Mr. Martin didn't say a word.

17 After a while, he said, "Well, I'm off to work." And he went to get his hat. He was startled to find Zero under it. Zero was a white mouse.

18 "What's this mouse doing under my hat?" asked Mr. Martin angrily. "That's no place for a mouse. And the others! Emil looks for insects in the bathtub. Mingo sits in my chair. Timothy talks when I want to read. This house is impossible!"

19 And with that, Mr. Martin went out. He walked into the garage to get the car. His family watched from a window. They all knew what was about to happen.

20 In a few minutes, Mr. Martin came back into the house. A chimpanzee was in his arms. Mr. Martin said nothing. He put the chimpanzee on the floor. For a minute he looked at his family. He was going to ask why the chimpanzee had been playing with the car's steering wheel. But he was afraid of what they would answer. So he went out, got in his car, and drove off to work.

How Well Did You Read?

1 (*Recall the reason.*) The Martins kept lots of pets because they
- **a** raised them for zoos
- **b** loved animals
- **c** were studying animal habits

2 (*Tell the result.*) When Emil, the chameleon, was put in the grass, he
- **a** was eaten by a bird
- **b** ran away
- **c** turned green

3 (*Recall the details.*) Mr. Martin went into the living room and sat
- **a** on Mingo, the dog
- **b** in his favorite chair
- **c** Both *a* and *b*

4 (*Recall the order.*) Which of these things happened *first?*
- **a** Mr. Martin sat down to read.
- **b** Mr. Martin found the chameleon.
- **c** Mr. Martin found the chimpanzee.

5 (*Tell the main idea.*) The story was mainly about how Mr. Martin found
- **a** pets where they shouldn't have been
- **b** a pony in the garden
- **c** all the animals he was looking for

Learn about Words

A Often you can find out the meaning of a word from the way it is used in a story. The other words in the story help you.

Directions: Look at the numbered paragraph in the story. Find the word that best fits each meaning below. Write the word.

1 disturbed; upset; angry (1)
2 surprised (2)
3 small lizard that can change the color of its skin (3)
4 cold-blooded animal that creeps or crawls (4)
5 loud cry; long, loud, sad cry (8)
6 small parrot (13)
7 quiet; lack of noise (14)

B Many words have more than one meaning. The way a word is used tells you which meaning the writer had in mind.

Directions: Look at each word in heavy type below. Look back at the numbered paragraph in the story. Which meaning does the word have there? Write **a** or **b**.

8 page (13)
- **a** sheet of paper in a book
- **b** boy servant

9 mind (13)
- **a** part of the body that thinks; attention
- **b** memory

10 arms (20)
- **a** weapons such as guns and knives
- **b** parts of the body between the shoulders and hands

C

fullness = full + ness
punishment = punish + ment

When the letters *ness* and *ment* are added at the end of a word, they are suffixes. A suffix is a group of letters added at the end of a word to change the word's meaning. Learning to recognize suffixes makes you able to read many new words.

Directions: Notice that each word is made up of a shorter word and a suffix (*ness* or *ment*). Find the shorter word and write it without the suffix. For example, if you read *meanness,* you will write *mean.*

11 badness
12 shipment
13 discouragement
14 redness
15 darkness

D

be/gan	(began)
de/mand	(demand)

Some words begin with the syllable *be* or *de.* When you divide a word into syllables, you may find it easier to read.

Directions: Decide which syllable (*be* or *de*) will finish the incomplete word so that the sentence makes sense. Write the completed word. For example, if you see *__gan,* you will write *began.*

16 The refrigerator needs cleaning. I'll **__frost** it this morning.
17 The Stanleys' house is on the other side of the river. It is just **__yond** the bridge.
18 Joe always keeps his promises. He is a boy you can **__pend** on.
19 The robbers put rocks on the tracks. They wanted to **__rail** the train.
20 Cora knows what she wants to be. She's going to **__come** a nurse.

E

big	tall
little	short

Words with opposite meanings are called antonyms. *Big* is an antonym of *little. Tall* is an antonym of *short.*

Directions: Choose the word that means the *opposite* of the word in heavy type. Write it.

21 **dark** is an antonym of (light, dim)
22 **go** is an antonym of (went, come)
23 **loud** is an antonym of (noisy, quiet)
24 **old** is an antonym of (slow, young)
25 **answer** is an antonym of (reply, question)

Use Your Imagination

Wouldn't it be fun to live in a house full of animals? Suppose you could have any five animals you wanted. Which would you choose? What would your family say when you brought them home? Tell a story about it.

The Sea Knight

by Amabel Williams-Ellis

1 Long ago a fine ship was sailing on the seas that lie to the south of France. It was a beautiful day and the sun sparkled on the water. The wind was good, and round the ship dolphins leapt and played.

2 Now there was a foolish young sailor aboard who took out his crossbow and shot one of the dolphins. In a second, all the rest stopped their play

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and plunged to the bottom of the sea. A trail of blood from the wounded dolphin spread over the water.

3 All at once the sky darkened. There were loud rumbles of thunder and flashes of lightning. All that afternoon the storm grew stronger and stronger. The moon rose, and at last a great gust of wind split the ship's sail.

4 Then the crew saw a very strange sight. In the midst of the storm, a knight on horseback came riding up out of the sea. On he rode, toward the rolling ship and the frightened sailors.

5 "If you want to save your lives and the ship," he cried, "give me the man who wounded the dolphin!"

6 The captain and crew wondered what to do. Should they give up their friend to this strange horseman? If they didn't, they might all die in the storm.

7 The young man who had shot the arrow gave them the answer. "I will go with you!" he cried out loudly to the horseman. "I was a fool to shoot! I deserve to be punished!"

8 So saying, he leapt down onto the horse behind the rider. And they galloped off over the water. On they went, until they came to a high castle.

9 In the castle yard, the knight and the young sailor got off the horse. They walked through the castle, through room after room. In the last one, on a soft bed, lay a young knight. He was very pale, and there was an arrow stuck in his side. It was the young sailor's arrow. But could this be the dolphin he had shot?

10 "Pull out the arrow," said the horseman in a stern voice. "Then lay your hand on the wound!"

11 The young sailor did as he was told. The arrow fell away, and the color came back to the cheeks of the wounded knight.

12 "He will live," said the horseman who had risen out of the sea. Then with stern looks, but not another word, he led the sailor out of the castle.

13 They got back on the horse. And off they rode over the sea, down the path of the moon. At dawn they saw the ship. It had survived the storm and now rode the calm waters easily.

14 A lookout man on deck gave a shout as he saw the magic horse. Quickly the crew ran up on deck. And soon they were all giving thanks for the safe return of their friend. No sooner was the young sailor safe on deck than the strange knight and his horse sank beneath the waves.

15 And from that time till this very day, sailors believe that it is unlucky to hunt or to harm a dolphin.

How Well Did You Read?

1 (*Tell the order.*) Which of these things happened *first?*
- **a** The ship's sail was split.
- **b** Dolphins played around the ship.
- **c** A knight rode over the sea on horseback.

2 (*Recall a detail.*) The sailor wounded the dolphin with a
- **a** fishhook
- **b** crossbow
- **c** spear

3 (*Tell the reason.*) The sailor was taken to the sea palace so that he could
- **a** serve the sea king
- **b** be punished
- **c** cure the wounded dolphin

4 (*Recall the reason.*) The ship and crew were saved because the young sailor
- **a** pulled out the arrow
- **b** laid his hand on the wound
- **c** Both *a* and *b*

5 (*Recall the details.*) To this day, sailors believe
- **a** it's unlucky to harm a dolphin
- **b** the seas off France are dangerous
- **c** the dolphin was an enchanted prince

Learn about Words

A Often you can find out the meaning of a word from the way it is used in a story. The other words in the story help you.

Directions: Look at the numbered paragraph in the story. Find the word that best fits each meaning below. Write the word.

1 sea animals that look like big fish or small whales (1)
2 jumped (1)
3 old-time weapon for shooting arrows or stones (2)
4 middle (4)
5 rode quickly (8)
6 harsh; severe; demanding (10)
7 quiet; still; not stormy (13)

B Many words have more than one meaning. The way a word is used tells you which meaning the writer had in mind.

Directions: Look at each word in heavy type below. Look back at the numbered paragraph in the story. Which meaning does the word have there? Write **a** or **b**.

8 lie (1)
- **a** speak untruthfully; tell falsehoods
- **b** are found; are located

9 sight (4)
- **a** view; scene
- **b** ability to see; eyesight

10 yard (9)
- **a** 36 inches; 3 feet; a unit of measure
- **b** piece of land near or around a house, barn, or school

C

careless = care + less
careful = care + ful

When the letters *less* and *ful* are added at the end of a word, they are suffixes. A suffix is a group of letters added at the end of a word to change the word's meaning. Learning to recognize suffixes makes you able to read many new words.

Directions: Notice that each word is made up of a shorter word and a suffix (*less* or *ful*). Find the shorter word and write it without the suffix. For example, if you read *matchless,* you will write *match.*

11 noiseless
12 motherless
13 forgetful
14 hatless
15 sorrowful

D

ex/plain	(explain)
com/plete	(complete)

Some words begin with the syllable *ex* or *com.* When you divide a word into syllables, you may find it easier to read.

Directions: Decide which syllable (*ex* or *com*) will finish the incomplete word so that the sentence makes sense. Write the completed word. For example, if you see *__plete,* you will write *complete.*

16 Meg wanted some green paint. She **__bined** blue and yellow to make it.
17 Are you still hungry? Here is an **__tra** sandwich you may have.
18 The coat I bought was the wrong size. I had to **__change** it.
19 Most people know what daisies look like. They are a very **__mon** flower.
20 John didn't stay for the party. He asked to be **__cused.**

E

tiny	nearly
small	almost

Words with the same meaning are called synonyms. *Tiny* is a synonym of *small. Nearly* is a synonym of *almost.*

Directions: Choose the word that has the *same* meaning as the word in heavy type. Write it.

21 **clever** is a synonym of (stupid, bright)
22 **plump** is a synonym of (fat, thin)
23 **funny** is a synonym of (amusing, sad)
24 **speak** is a synonym of (yell, talk)
25 **usual** is a synonym of (common, rare)

Use Your Imagination

Suppose the sea knight had told the young sailor that in order to cure the dolphin he must perform a dangerous task. Make up a different ending to the story telling about the sailor's adventure.

The Story of a Pumpkin

(an African folktale)
by René Guillot

1 Perhaps this adventure of a pumpkin is what you call a tall story. Now there aren't many stories of pumpkins that can run—and this one could, as you shall see for yourself.

2 Its name was Feegba. That means "big thing." Not just any pumpkin would have such a special name: Feegba!

3 It grew in a field, right on the

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ground, as all pumpkins do. It was round and red and huge, and each day it grew much bigger. One day a farmer's son saw the pumpkin, and he thought of the big potful of soup this pumpkin would make. So he sat by the pumpkin and scratched the rind with his knife just to see if it would soon be ripe.

4 "Not yet," mumbled the pumpkin.

5 But the boy kept on cutting and scraping until, in the end, the pumpkin became angry.

6 "Will you mind! Haven't I told you, child, I'm not ripe yet? Leave me alone."

7 But the boy could only think of pumpkin soup—potfuls of soup. So he kept on cutting and scraping the poor pumpkin, which became very upset. Finally, the pumpkin grew very, very angry. The pumpkin shook. It shook so hard that even the ground shook.

8 The boy became frightened. He jumped to his feet and started to run. And the huge, round, red pumpkin ran after him!

9 It followed the boy uphill and downhill. Across rivers and over mountains the boy ran, with the pumpkin after him red and huge and as dumb as people always are when they are angry.

10 They met a herd of pigs, which scattered for the boy but were squashed as flat as pancakes by the pumpkin. The trees stepped out of the way because they could see that the boy was in great danger. Tired as he was, he stumbled at every stone in his path.

11 But the pumpkin squashed the trees of the forest as it had squashed the pigs and two or three villages that had not hopped out of the way quickly enough. And the round, red, rolling monster reduced two small mountains to plains.

12 At last the boy was about to plop on the ground with no breath left, when he saw a man with a flock of sheep. What beautiful sheep he had, and they all had such fierce-looking horns!

13 "Look out, child, lie down," said the man. "My sheep have stopped the moon when it came to graze in our pastures. They will stop a pumpkin for sure."

14 The boy lay down. Just in time. There was a shock.

15 Then he opened his eyes. The running pumpkin had split down the middle.

16 The first half became the earth. The second half formed the sky. And the third half (I think this means the seeds) became the stars. And the pulp made the Milky Way.

17 There, that's the end. Yes, I know. I asked myself the same question: If this was the start of the world, *where* did this story take place? I don't know. It's a story. I tell it as I heard it told. And no one ever said where the pumpkin grew.

18 I warned you at the beginning that the whole thing was rather a tall story.

How Well Did You Read?

1 (*Recall the reason.*) The boy scratched the rind off the pumpkin to
- **a** find out what was inside
- **b** see if it would soon be ripe
- **c** make it angry

2 (*Recall the result.*) Because the boy kept on cutting and scraping it, the pumpkin
- **a** withered on the vine
- **b** grew very angry
- **c** Both *a* and *b*

3 (*Recall the order.*) The *first* things that the pumpkin squashed were
- **a** two or three villages
- **b** the trees of the forest
- **c** some pigs

4 (*Recall the reason.*) The man told the boy to lie down because his sheep
- **a** would stop the pumpkin
- **b** were afraid of the pumpkin
- **c** could scare the pumpkin

5 (*Recall the details.*) When the pumpkin split in half, what happened to the seeds?
- **a** They became the earth.
- **b** They formed the sky.
- **c** They became the stars.

Learn about Words

A Often you can find out the meaning of a word from the way it is used in a story. The other words in the story help you.

Directions: Look at the numbered paragraph in the story. Find the word that best fits each meaning below. Write the word.

1 outer layer; skin (3)
2 muttered (4)
3 behave; obey (6)
4 crushed; flattened (10)
5 brought down; lowered (11)
6 drop; fall (12)
7 broken; cracked (15)

B Many words have more than one meaning. The way a word is used tells you which meaning the writer had in mind.

Directions: Look at each word in heavy type below. Look back at the numbered paragraph in the story. Which meaning does the word have there? Write **a** or **b**.

8 **tall** (1)
- **a** hard to believe; fanciful
- **b** high

9 **scattered** (10)
- **a** threw about; sprinkled here and there
- **b** separated and went in several directions

10 **graze** (13)
- **a** feed on growing grass
- **b** touch against in passing

C

teach + er = teacher
act + or = actor

The letters *er* and *or* can be added to a word to make a new word. The new word usually tells what we call a person who does a certain thing. Does a person *teach?* Then he is a *teacher.* Does a person *act?* Then he is an *actor.* Not every word that ends in *er* or *or* is like that, though. Here are two that do *not* mean a person who does something:

hunger *horror*

Directions: If the word in heavy type means someone who does a certain thing, write "yes." If it does not, write "no."

11 We need a good **kicker** on this team.
12 Only the best **gardener** can grow prize roses.
13 My friend's name is **Jasper** Evans.
14 I like chocolate cake **better** than plain cake.
15 May I have **another** sandwich, please?

D **all** **frogs** **jump**
a b c d e **f** g h i **j** k l

The words *all frogs jump* are in alphabetical order. They start with the letters *a, f,* and *j.* The letter *a* comes first in the alphabet. The letter *f* comes later. Still later comes *j.* Understanding alphabetical order helps you use the dictionary.

Directions: The three words on each line are not in alphabetical order. Suppose they were. Which word would come *last?* Write that word.

16 cows are lazy
17 the king slept
18 who goes there
19 use with care
20 I was tired

E Sue is as thin as a pencil.

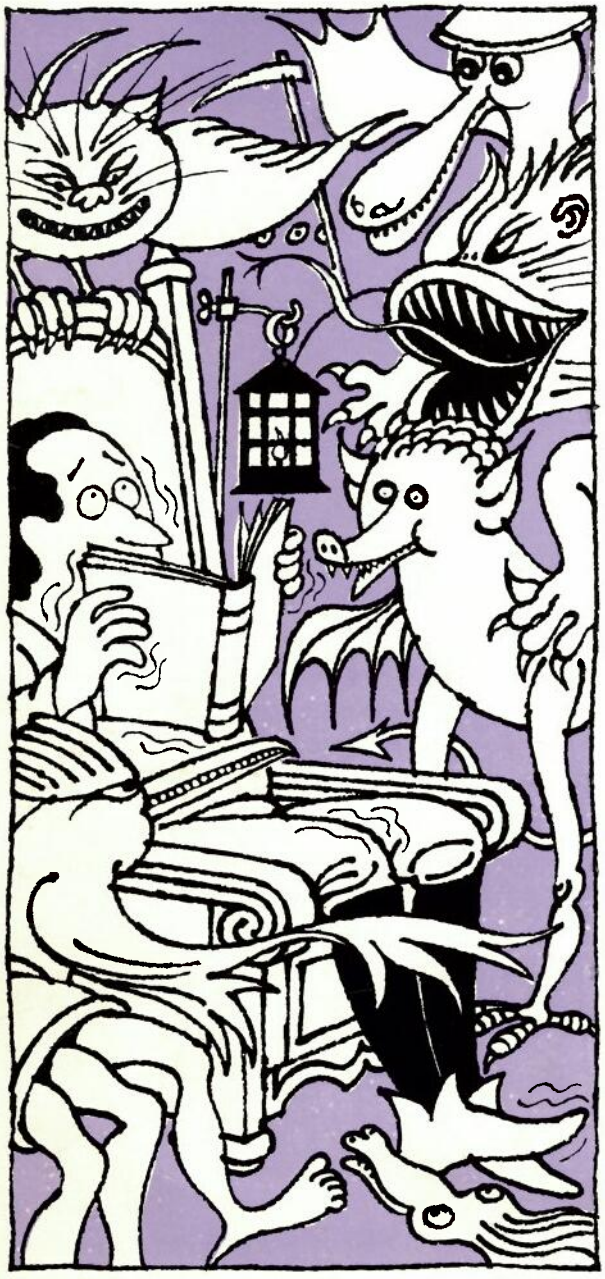
This sentence helps you understand how thin Sue is. The phrase "as thin as a pencil" is a *figure of speech.* It is just a different way of saying that Sue is very, very thin.

Directions: Write the word that best completes the sentence.

21 The birthday cake is light. A feather is light. The birthday cake is as light as a ____.
22 The job was easy. Eating cake is easy. The job was as ____ as eating cake.
23 Edward is cheerful. Sunshine is cheerful. Edward is as cheerful as ____.
24 Barbara stands straight. A yardstick is straight. Barbara stands as ____ as a yardstick.
25 Betty is shy. A mouse is shy. Betty is as shy as a ____.

Use Your Imagination

Change the ending of this tall story. Tell about something different that happens to the boy when the pumpkin chases him.



The Book of Magic

by John T. Naaké

1 There was once a soldier who became interested in black magic and owned many books on the subject. One evening while the soldier was away from home, a friend came to visit. This friend picked up a book and began to read while he waited for the soldier's return.

2 Now this was a strange book, full of names and nothing else. The man had read about half the names when he raised his head and, looking around, saw that the room was full of horrid-looking demons.

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3 He was filled with terror. Not knowing what to do, he began again to read the book. After reading for some time, the man looked around again. The number of spirits had increased. Again he read, finished the book, and looked around. By this time the number of demons had increased so much that there was barely space for them in the room. They sat upon each other's shoulders and pressed round him.

4 The man was terrified. He shut the book, closed his eyes, and awaited his friend. The spirits pressed closer and closer upon him, crying, "Give us work to do—quick!"

5 The man thought awhile, and then said, "Fill up all the bathtubs in town with water carried in a sieve."

6 The demons flew away. In two minutes they returned and said, "It is done! Give us some more work to do—quick!"

7 "Pull the mayor's house down, brick by brick—but take care you do not touch or disturb the people living there. Then build it up again."

8 The demons disappeared, but returned in two minutes.

9 "It is done!" they cried. "Give us more work—quick!"

10 "Go," said the man, "and count the grains of sand that lie at the bottom of the river, and count the fish that swim in it."

11 The spirits flew away; but in another minute they returned, having finished their task. While the man began to think what else he should have them do, they pressed round him, and threatened to kill him. He was becoming tired, and there was no sign of his friend's return. What should he do? The man thought to himself, While I was reading the book, not one of the demons came near me. Let me try to read it once more; perhaps that will keep them off.

12 Again he began to read the book of magic, but he soon noticed that as he read, the number of demons increased. Soon he was so surrounded by them that the lamp could hardly be seen. When he paused to rest himself, the demons became restless, demanding, "Give us work to do!"

13 The man was almost worn out and didn't know how to help himself. Suddenly he had a thought: The spirits appeared when I read the book from the beginning; now I'll read it backward from the end. Perhaps that will send them away.

14 He turned the book round and began to read backward from the end. After reading for some time, he saw that the number of demons was smaller. The lamp began to burn brightly again, and there was an empty space around him.

15 He was delighted and continued his reading. He read and read until he had read them all away. And thus he saved himself from the demons. His friend the soldier came in soon afterward. The man told him what had happened.

16 "It's lucky for you," said the soldier, "that you began to read the book backward. If you had not read them away by midnight, the demons would have eaten you up."

How Well Did You Read?

1 (*Recall the reason.*) The man began reading the book because he was
a interested in black magic
b waiting for his friend
c Neither *a* nor *b*

2 (*Recall a detail.*) The book contained
a pictures of horrid demons
b many scary stories
c names only

3 (*Recall the result.*) When the man finished the book, the demons
a demanded work
b disappeared
c kicked and pinched him

4 (*Recall the order.*) The *first* thing the man told the demons to do was
a count the fish in the river
b pull the mayor's house down
c fill all the bathtubs in town

5 (*Recall the details.*) When the man began to read the book backward, what happened?
a The lamp began to burn brightly.
b The demons began to disappear.
c Both *a* and *b*

Learn about Words

A Often you can find out the meaning of a word from the way it is used in a story. The other words in the story help you.

Directions: Look at the numbered paragraph in the story. Find the word that best fits each meaning below. Write the word.

1 evil spirits; devils (2)
2 great fear (3)
3 grown larger (3)
4 bother; upset (7)
5 saw; observed (12)
6 shut in on all sides (12)
7 uneasy; impatient (12)

B Many words have more than one meaning. The way a word is used tells you which meaning the writer had in mind.

Directions: Look at each word in heavy type below. Look back at the numbered paragraph in the story. Which meaning does the word have there? Write **a** or **b**.

8 **subject** (1)
a person under the power or rule of another person
b topic; area of interest or study

9 **pressed** (4)
a flattened; made smooth
b moved in; pushed

10 **spirits** (13)
a ghosts; demons
b temper; mood; state of mind

C Tom likes to *collect* stamps.
Tom has a stamp *collection.*

When the letters *ion* are added at the end of an action word such as *collect,* they change it into a naming word: *collection.* When the action word ends in *e,* the *e* is dropped before the *ion* is added:

dictat~~e~~ + ion = dictation

Directions: Add *ion* to the word in heavy type to make another word that will complete the second sentence. (Remember to drop final *e*'s.) Write the word you make.

11 Please **direct** that boy to the beach. Show him the ____ he should take.
12 I **suggest** that we go to the circus. Do you like my ____?
13 Miss Hughes will **inspect** your work. Take it to her for ____.
14 The class met to **discuss** their next project. It was an interesting ____.
15 We drew pictures to **illustrate** a story. Ed's ____ was the best.

D

per/son	(person)
pro/test	(protest)

Some words begin with the syllables *per* or *pro.* When you divide a word into syllables, you may find it easier to read.

Directions: Each sentence has an incomplete word. Decide which syllable (*per* or *pro*) will finish the incomplete word so that the sentence makes sense. Write the completed word. For example, if you see __*son,* you will write *person.*

16 Will they __mit us to go?
17 Tom has __fect vision.
18 What does this factory __duce?
19 Barb likes the smell of __fume.
20 This dog will __tect you.

E

outside	upstairs
inside	downstairs

Words with opposite meanings are antonyms. *Outside* is an antonym of *inside. Upstairs* is an antonym of *downstairs.*

Directions:

poor tall biggest open wet

From these words choose an antonym of each word in heavy type below. Write the antonym.

21 **Shut** the gate quietly.
22 My uncle is a **rich** man.
23 Is the road **dry**?
24 Frisky is the **smallest** dog.
25 What a **short** boy he is!

Use Your Imagination
Suppose the soldier's friend had come home when the house was full of demons. What do you suppose would have happened? Can you make up a story about it?

The Fox Cub

by G. A. Skrebitski

1 *The writer was born in Russia. This true story took place during his childhood. At that time he and his family lived in a small village at the edge of a forest.*

2 Once some shepherds caught a fox cub and brought him to us. We put the little animal in an empty storehouse.

3 The baby fox was gray, except for a dark muzzle and a white tip on his tail. He hid in a far corner of the storehouse and looked around. He was so frightened that he didn't even bite when we stroked him. He just pressed his ears close to his head and trembled.

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4 Mamma poured some milk into a bowl and set it beside him, but the frightened little animal wouldn't drink the milk.

5 Then Papa suggested that we should leave the cub alone, so that he could look around and get used to the storehouse. I didn't want to leave, but Papa locked the storehouse door and we went home.

6 That night I was awakened by a puppy's yelping somewhere nearby. Where did he come from, I wondered. Outside, it was becoming light. From the window I could see the storehouse where the fox cub was. That's who's yelping like a puppy, I thought.

7 Suddenly I saw a fox jump out of the forest right behind the storehouse. It stopped, listened, then crept stealthily up to the storehouse. The yelping stopped at once. Then I heard the joyful whine of the cub greeting his mother.

8 I woke up my parents, and we all looked out the window. The fox was running around the storehouse, trying to dig up the earth next to the building. But she couldn't do anything, since the foundation was made of stone. Pretty soon the fox ran off into the bushes and the fox cub started yelping again.

9 I wanted to stay up and watch for the mother fox, but Papa said she wouldn't return. So I went back to sleep.

10 I woke up late and dressed quickly. Then I hurried to the storehouse to visit the fox cub. As I reached the door I saw something. It was a small dead rabbit.

11 I ran and brought Papa back. "Well, what do you know!" said Papa. "So the mother fox returned and brought food for her cub. She couldn't get inside, so she left the food outside. What a thoughtful mother!"

12 That day Mamma and I went into the storehouse twice to feed the cub. The rest of the time I hung around the storehouse looking through the cracks in the walls.

13 That night I couldn't fall asleep. I kept jumping out of bed and looking out the window to see if the mother fox had returned. Mamma was angry because I kept jumping out of bed. She hung a dark curtain over the window; then I had to go to sleep.

14 I woke up at daybreak and rushed to the storehouse. This time there was a neighbor's smothered hen at the door of the storehouse. The mother fox had come again in the night to visit her cub. She probably hadn't been able to catch game in the forest, so she had entered our neighbor's chicken house, killed a hen, and brought it to her young one.

15 Well, Papa had to pay for the hen that the mother fox had killed. And our neighbor spoke to us angrily.

16 "Take that fox cub away!" he shouted. "Or else that mother fox will destroy all our chickens!"

17 There was nothing else to do. Papa put the fox cub into a bag. Then he carried the cub back into the forest and turned him loose near some fox dens.

18 After that we didn't see a fox near the village again.

How Well Did You Read?

1 (*Recall a detail.*) The baby fox was
- **a** red with a bushy tail
- **b** white with black feet
- **c** gray with a dark nose

2 (*Recall the order.*) What was the *first* thing the mother fox did?
- **a** Brought food to her baby
- **b** Tried to dig into the storehouse
- **c** Killed the hen

3 (*Tell the result.*) Because the mother fox couldn't find wild game, she
- **a** stole from a henhouse
- **b** went to the river for fish
- **c** didn't come back the next night

4 (*Recall the reason.*) The baby fox was let go because its mother
- **a** was lonesome for it
- **b** was digging into the storehouse
- **c** made the author's neighbor angry

5 (*Recall a detail.*) Papa turned the baby fox loose
- **a** at the edge of the forest
- **b** where he found it
- **c** near some fox dens

Learn about Words

A Often you can find out the meaning of a word from the way it is used in a story. The other words in the story help you.

Directions: Look at the numbered paragraph in the story. Find the word that best fits each meaning below. Write the word.

1 petted; touched lovingly (3)
2 shook because of fear (3)
3 quick, sharp crying (6)
4 secretly; slyly (7)
5 base; part on which other parts are built (8)
6 dawn; time of day when it first becomes light (14)
7 kill; put an end to; ruin (16)

B Many words have more than one meaning. The way a word is used tells you which meaning the writer had in mind.

Directions: Look at each word in heavy type below. Look back at the numbered paragraph in the story. Which meaning does the word have there? Write **a** or **b**.

8 muzzle (3)
- **a** nose, mouth, and jaw of an animal
- **b** cover that fits on an animal's head to keep it from biting

9 game (14)
- **a** way of playing
- **b** animals and birds that are hunted

10 dens (17)
- **a** wild animals' homes
- **b** rooms for reading or working

C Ann will *present* a gift to Al.
The *presentation* should be fun.

When the letters *ation* are added to an action word such as *present,* they change it into a naming word: *presentation.* The *ation* often means "act of," so the word *presentation* means "act of presenting." When the action word ends in *e,* the *e* is dropped before the *ation* is added.

explor~~e~~ + ation = exploration

Directions: Add *ation* to the word in heavy type to make another word that will complete the second sentence. (Remember to drop final *e*'s.) Write the word you make.

11 What happens when you **combine** blue and yellow paint? That ____ makes green.
12 A car can **transport** only a few people. Buses provide ____ for many.
13 **Consider** your work before you begin. ____ may help you avoid a mistake.
14 Did you **converse** with them? Yes, we had a pleasant ____.
15 I don't **admire** brown dresses. But orange or red dresses always win my ____.

D

in + legal	= illegal (not legal)
in + regular	= irregular (not regular)
in + perfect	= imperfect (not perfect)

The prefix *in* changes its form when it is added to words that begin with certain letters. It becomes *il* before words that begin with *l, ir* before words that begin with *r,* and *im* before words that begin with *p* or *m.*

Directions: Add the prefix *in* to each of the words below. Sometimes *in* will change to *il, ir,* or *im.* Sometimes it will not. Write the new word.

16 in + possible
17 in + correct
18 in + patient
19 in + legible
20 in + regular

E

speak	fast
talk	swift

Words with the same meaning are synonyms. *Speak* is a synonym of *talk. Fast* is a synonym of *swift.*

Directions:
little unkind thin happy present

From these words choose a synonym of each word in heavy type below. Write the synonym.

21 The pirate was **cruel** to his men.
22 What a **small** toy this is!
23 I got a nice **gift** on my birthday.
24 Are you **glad** to be here?
25 Jan wants to be **slender**.

Use Your Imagination
Pretend you are a fox cub. Tell what your life would be like. What would your home be like? What things could you do that you can't do now? What couldn't you do that you can do now?

Lizzie, the Lost-Toys Witch

by Mabel Harmer

1 If you don't know what the lost-toys witch does, just look it up in your Aunt Perky's witch dictionary. It will tell you that the lost-toys witch goes around and gathers up all the toys that are left about by careless children.

2 Of course the witch waits until half past dark. That's when children are eating their suppers. She puts the toys in her sack and scoots along home on her bicycle. If the children come asking for the toys the next day, she gives them back with a mild scolding. If they don't, she sends the toys to orphans in Zanzibar.

3 One night Lizzie the witch found a kangaroo. Actually, it was the other way round. The kangaroo found Lizzie. It came up and rubbed its head against Lizzie's shoulder.

4 "Scat! Go home!" cried Lizzie, as she always did when she found a cat. "Very well, then, don't go home," said

Adapted from "Lizzie The Lost Toys Witch" by Mabel Harmer. Published by Macrae Smith Company.

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Lizzie. "I'll go home myself." And she whizzed off down the street. But the kangaroo followed her.

5 When Lizzie reached her house, the kangaroo was still with her. "Now, Josephine," she said. (All lady kangaroos are named Josephine.) "If you must stay here, you may sleep under that pear tree. But don't make any noise." Then Lizzie went to bed.

6 The next morning, while she was enjoying her breakfast of spinach and chocolate cake, Lizzie remembered Josephine. She hurried out and saw that Josephine had shaken down every last pear from the tree. What was worse, she had eaten them all. Her tail was limp, and she had a glazed look in her eyes.

7 "I hope your tail turns green. I hope—," sputtered Lizzie. But the kangaroo looked so miserable that Lizzie went in and brought out a bottle of castor oil. She held Josephine's nose and made her drink every drop. Then Lizzie went back into the house to do her morning exercises.

8 Soon she heard a faint whistling. "It's that Chubby Sims," she said. "No one else dares to come here whistling."

9 Chubby stuck his round, pink face in the doorway. "Good morning," he beamed. "I brought you a pear."

10 "Don't mention pears to me," she said with a shudder.

11 "I was just wondering if you happened to find my baseball bat," he asked.

12 "No, I didn't just happen to find it. I nearly broke my poor old back dragging it home. And don't think that you're going to get it back for one pear."

13 "No, of course not," answered Chubby quickly. "What can I do to help you?"

14 Lizzie looked about. "You may clean the soot from that kettle. It hasn't been done for seven years."

15 After Chubby had finished and left with his bat, Lizzie was still so upset about the pears that she didn't want to look for lost toys. But her cat gave her nasty looks, so she went.

16 When she'd passed by Chubby's house without finding one toy, she thought he was cured of losing things. Then she stopped short. Right in her path was his scooter. She put it into her sack and went home.

17 She had just put the toys away the next morning when Chubby burst into the house.

18 "Oh, Madam Witch!" cried Chubby. "I just saw her!"

19 "Saw whom?" asked Lizzie.

20 "The kangaroo. Oh, please, may I have her?"

21 "With pleasure," cried Lizzie. "But why?"

22 "She can keep my toys in her pouch," laughed Chubby.

23 "Take her," said Lizzie. "And if you need help getting her home, you may count on me."

24 Lizzie untied Josephine and gave one end of the rope to Chubby. She stood and watched them go down the path and out of sight. Then she celebrated by turning three cartwheels and stirring up a batch of marshmallow nut fudge.

How Well Did You Read?

1 (*Recall a detail.*) When children come for their toys, a lost-toys witch
- **a** eats them up
- **b** scolds them a little and returns the toys
- **c** makes them stay with her

2 (*Tell the reason.*) Josephine was sick because she had
- **a** gone out without a coat
- **b** eaten all the pears
- **c** slept in a cold puddle

3 (*Tell the result.*) Because Chubby cleaned the kettle, Lizzie gave him
- **a** his bat back
- **b** milk and cake
- **c** any toy he wanted

4 (*Recall the reason.*) Chubby wanted Josephine so that he could
- **a** ride in her pouch
- **b** have his own kangaroo
- **c** keep his toys in her pouch

5 (*Tell the order.*) The *last* thing Lizzie did was
- **a** eat spinach and chocolate cake
- **b** give Josephine to Chubby
- **c** make marshmallow nut fudge

Learn about Words

A Often you can find out the meaning of a word from the way it is used in a story. The other words in the story help you.

Directions: Look at the numbered paragraph in the story. Find the word that best fits each meaning below. Write the word.

1 book of word meanings (1)
2 thoughtless; not careful (1)
3 children without parents (2)
4 place where the arm joins the body (3)
5 droopy; not stiff (6)
6 glassy; shiny (6)
7 soft; not loud; weak (8)

B Many words have more than one meaning. The way a word is used tells you which meaning the writer had in mind.

Directions: Look at each word in heavy type below. Look back at the numbered paragraph in the story. Which meaning does the word have there? Write **a** or **b**.

8 mild (2)
- **a** gentle; not harsh
- **b** not sharp, sour, or strong in taste

9 beamed (9)
- **a** sent out rays of light
- **b** gave a bright, smiling look

10 nasty (15)
- **a** unpleasant
- **b** very dirty; filthy; soiled

C **ship** **shore** **shave**
nation mission special

Usually the sound that begins the words *ship, shore,* and *shave* is spelled with the letters *sh.* But sometimes that sound is spelled with the letters *ti, ssi,* or *ci.*

Directions: Each sentence below has one word with an *sh* sound in it. Write the word. Circle the letters—*ti, ssi,* or *ci*—that stand for the *sh* sound.

11 My dad is an electrician.
12 We got off at the wrong station.
13 The magician forgot his tricks.
14 The students had a discussion.
15 This cake is delicious.

D many men might move
a b c d **e** f g h **i** j k l m n **o** p q

Words that have the same first letter but different second letters are put in alphabetical order by their second letters. The words *many men might move* all start with *m.* The second letters in these words are *a, e, i,* and *o.* Since *a* is the first letter of the alphabet, *many* is the first word. The letter *e* comes nearest *a* in the alphabet, so *men* is second. And so on.

Directions: On a piece of scratch paper, write the four words in alphabetical order. Write the *last* word on your record page.

16 sixty saints sought surrender
17 rival runners raced Robert
18 big bulldogs bark bravely
19 aunt Arabella always answers
20 could Charles carry cinders

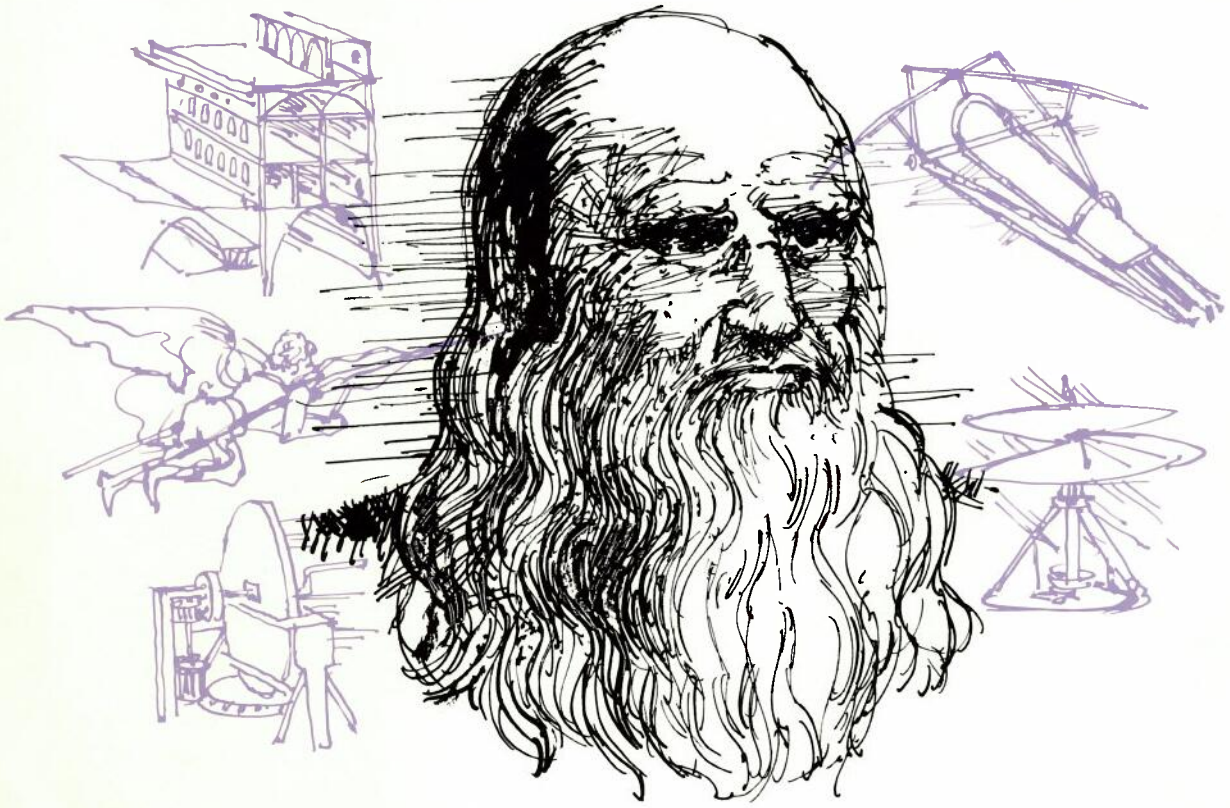
E Emmy is as playful as a kitten.

This sentence helps you understand how playful Emmy is. The phrase "as playful as a kitten" is a *figure of speech.* It is just a different way of saying that Emmy is very, very playful.

Directions: Write the word that best completes the sentence.

21 Roses are red. Violets are blue. Jan's eyes are as blue as ____.
22 Spring is welcome. A bad cold is unwelcome. Grannie's visit is as ____ as spring.
23 A pillow is soft. A rock is hard. The witch's heart was as hard as a ____.
24 Puppies are lovable. Bears are grouchy. I am as ____ as a bear.
25 Parrots are talkative. Mice are silent. Edna was as talkative as a ____.

Use Your Imagination
Most witches that you hear about are cross and nasty. Lizzie sounds like a nice witch. Why do you suppose she is a lost-toys witch instead of a regular witch? Can you tell a story about how she got this job?



The Mystery of Leonardo's Notebooks

by Jeanette Lerner

1 Five hundred years ago a young boy went to Florence to study art. At that time many of the world's great artists lived in that Italian city.

2 The boy was handsome and strong. And he did many things well. He could paint, draw, and make statues. He sang and played musical instruments. He also knew how to use all kinds of tools with skill.

3 The boy was Leonardo da Vinci. Before long, people were talking about him.

4 "He will grow up to be the greatest painter in Florence," they said. They looked forward to seeing the beautiful pictures he would make.

5 When Leonardo became a young man, people heard that he had started a painting for a church. They waited

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for him to finish it.

6 But the painting went slowly. The reason was that Leonardo kept stopping his work. If he wanted to draw a man or a horse, a plant or a rock or a cloud, Leonardo had to know everything about it. He had to know what a man's muscles were like under the skin. He had to know what the bones were like under the muscles. So he would stop to learn such things.

7 Leonardo liked to sketch the world around him. He made hundreds of drawings in notebooks. He went to mountains and to swamps. There he drew the plants and the rocks that he saw. He went to the seashore and drew the ocean. He looked at the sky and drew the sun and the stars.

8 People began to shake their heads and wonder.

9 "Leonardo can do everything," they said. "But he will never do anything. He never gets started. He is always making notes in his notebooks."

10 Leonardo lived to be an old man. He was seventy-seven years old when he died in 1519. He left only a few paintings, and most of them were not finished. Two of the finished ones—*Mona Lisa* and *The Last Supper*—are very famous. Many people go to see them to this day.

11 Leonardo also left his notebooks—a great many notebooks. They were filled with pages of drawings and notes. But the notes seemed to be in a language that no one could read. There were some drawings of birds, plants, faces, arms, and legs. But there were many strange drawings that no one could understand.

12 Some people thought that Leonardo had not amounted to much. They thought he had wasted his talent.

13 Then someone made a discovery about Leonardo's curious notes. They had not been written in a strange language after all. The writing was backward! The notes had to be read with the help of a mirror.

14 When people read Leonardo's notes, they were amazed at what he had written. He had not wasted his time making notes and sketches during his life.

15 The drawings of birds were not just pretty sketches. These drawings showed how birds could fly. Leonardo's drawings explained how birds moved their wings and used their tails to guide them in flying. His sketches showed, too, how birds cut their speed to land smoothly and safely.

16 The strange drawings that were in the notebooks were for inventions. Leonardo had thought of many new things. He had made drawings of an aircraft and parachutes. They were ideas that had come to him as he watched birds in flight.

17 Leonardo had many ideas for new things five hundred years ago. He was a man who thought of the future. His notebooks have drawings of a machine to cool the air, cars, and diving snorkels to help swimmers breathe underwater. He also made drawings for machine guns and tanks. Today, many of the things that were found in Leonardo's notebooks are part of the world we live in.

How Well Did You Read?

1 (*Recall the result.*) Leonardo was clever as a boy, and so people thought he would
- **a** be a great painter
- **b** never amount to much
- **c** sell his notebooks

2 (*Recall the reason.*) Leonardo's painting went slowly, because he
- **a** was often too poor to buy paint
- **b** kept stopping to study things
- **c** lost interest in his pictures

3 (*Recall the result.*) Because the notebooks were written backward,
- **a** they were burned as worthless
- **b** no one bothered with them
- **c** no one could read them at first

4 (*Recall the details.*) Some of the drawings in the notebooks were of
- **a** an aircraft and parachutes
- **b** refrigerators and TV sets
- **c** Neither *a* nor *b*

5 (*Recall the main idea.*) The story tells us that Leonardo
- **a** invented a new language
- **b** wasted a lot of his time
- **c** was an artist of great talent

Learn about Words

A Often you can find out the meaning of a word from the way it is used in a story. The other words in the story help you.

Directions: Look at the numbered paragraph in the story. Find the word that best fits each meaning below. Write the word.

1 copies of people or animals made from wood, stone, or metal (2)
2 great ability; expertness in doing things (2)
3 places where the land is soft and wet (7)
4 well known (10)
5 throughout; all through (14)
6 lead; direct (15)
7 time to come (17)

B Many words have more than one meaning. The way a word is used tells you which meaning the writer had in mind.

Directions: Look at each word in heavy type below. Look back at the numbered paragraph in the story. Which meaning does the word have there? Write **a** or **b**.

8 **draw** (6)
- **a** make a picture of
- **b** pull; drag

9 **sketch** (7)
- **a** plan; outline
- **b** draw in a quick, rough way

10 **wasted** (12)
- **a** wore away little by little; destroyed slowly
- **b** made poor use of

C Tom likes to *collect* stamps.
Tom has a stamp *collection.*

When the letters *ion* are added at the end of an action word such as *collect,* they change it into a naming word: *collection.* When the action word ends in *e,* the *e* is dropped before the *ion* is added:

dictat~~e~~ + ion = dictation

Directions: Add *ion* to the word in heavy type to make another word that will complete the second sentence. (Remember to drop final *e*'s.) Write the word you make.

11 Willie can **imitate** a duck. His ____ is very funny.
12 Don't **interrupt** me when I'm counting. An ____ makes me make mistakes.
13 Let's **celebrate** our birthdays together. Then the ____ will be more fun.
14 I would like to **invent** a flying carpet. That ____ would be fun to use.
15 **Select** a book you want to read. Take your ____ to the librarian.

D

per/son	(person)
pro/test	(protest)

Some words begin with the syllables *per* or *pro.* When you divide a word into syllables, you may find it easier to read.

Directions: Each sentence has an incomplete word. Decide which syllable (*per* or *pro*) will finish the incomplete word so that the sentence makes sense. Write the completed word. For example, if you see *__son,* you will write *person.*

16 Will they __tect us?
17 Will dad __mit us to go?
18 I don't know that __son.
19 I'll __suade him to come with us.
20 __haps it will snow.

E

outside	upstairs
inside	downstairs

Words with opposite meanings are antonyms. *Outside* is an antonym of *inside. Upstairs* is an antonym of *downstairs.*

Directions:

top dry weak slowest sold

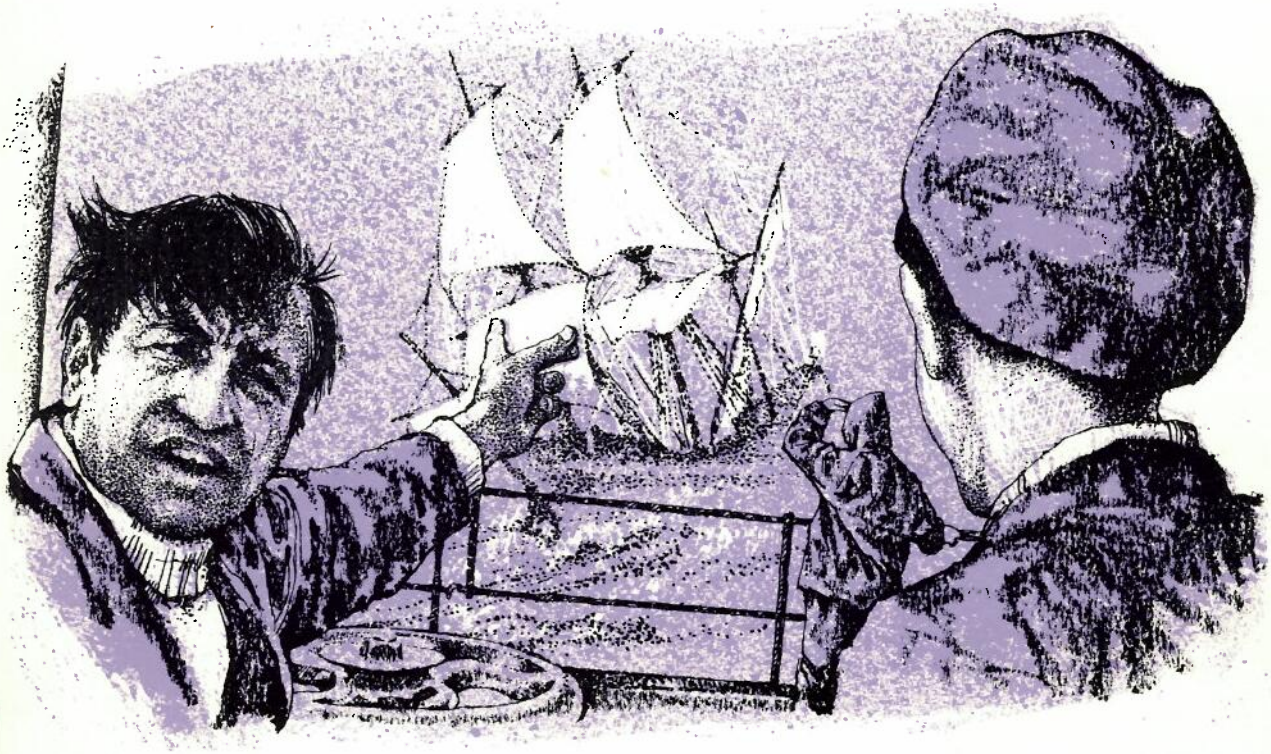
From these words choose an antonym of each word in heavy type below. Write the antonym.

21 Don's dad **bought** a cat.
22 Jan's sweater was **wet**.
23 Wait at the **bottom** of the hill.
24 That tall man is **strong**.
25 This is the **fastest** plane.

Use Your Imagination
Leonardo's notebooks were written backward, and a mirror was needed to read them. Why do you suppose Leonardo did that? Tell what you think his reason was.

The Ghost Ship

by Frances Carpenter



VIOLET 5 Lab 1c

"Ahoy! Ship ahead!"
"There she is!"
"I see her, too!"
"She's dead ahead on our course!"
"I don't like the look of her," the captain complained when they sailed closer. And when they shouted "Ahoy!" and again "Ahoy!" to the man standing on her deck, the ship disappeared.
Sailors explain this ghostly vessel in different ways. This is one of the stories. It tells how the pride of a wealthy Dutch shipowner was punished. The Dutch captain's name was Vander Decken, and it is said that such a man really lived long ago.

Vander Decken's ship was admired by all the seamen. She was trim and well kept. Every board in the ship's

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bottom was strong and firm. But most of the seamen would not sail with Vander Decken. He was a demanding master. The sailors who did work for him agreed, "Yes, he's a hard master, but he pays us well and he knows the sea."

8 What treasures Captain Vander Decken returned with from other lands! There were no other traders whose jewels and silks brought so much money. It was no wonder he became wealthy and proud. He boasted that there was no part of the ocean he couldn't cross. But this boasting brought disaster upon him.

9 One day Vander Decken was sailing his ship home from the East loaded with treasures. Suddenly the sky darkened above the Dutchman's vessel. The sea grew angry and gray, and the sailors hurried to bring the sails down.

10 "Stop! Let our sails fly," commanded Vander Decken.

11 "But this is a hurricane," his men said. "Surely we can't sail into a hurricane wind! Let's turn around and wait out the storm." And while they spoke, the storm grew wilder.

12 "Vander Decken fears no storm," the proud Dutchman said. "No wind shall block my course."

13 Oh, the man was daring, but he was foolish as well. The waves of the storm tossed his ship about as if she were a toy, but that foolish Dutch captain only laughed.

14 "Dog of a Sea!" he shouted. "Don't you know that there is no power on earth or in heaven that can stop me?"

15 "Master! Master!" The sailors were shocked. Now, indeed, they were frightened. "The sea demons will hear you. Don't anger them, or disaster is sure to come to us."

16 "I care nothing for sea demons," shouted the proud captain. And the storm grew even fiercer. Waves rose high into the air, and the Dutchman's ship was thrown from the top of one wave to the other.

17 Then, all at once, there was silence on the sea and a voice boomed out of the darkness. Did that voice come from God or was it the cry of a sea demon? Who knows?

18 "Vander Decken! Foolish man! You say no power can stop you from sailing the sea. Well, nothing shall stop you, not even your own wish. You shall sail your ship on for *ever* and *ever*.

19 "No land shall offer its shelter to you. You do not fear storms, so the storms will sail with you.

20 "Yes, Vander Decken, from this day no seaman will welcome the sight of you. As you have been envied and admired, now you shall be hated and feared. You shall sail on until the end of the world!"

21 How did storytellers first learn this story? Well, Vander Decken's men hadn't done anything wrong. They must have reached shore, though no one knows how; it could only have been the sailors who told what had happened, so they must have been saved.

22 Even today, wherever men sail over the ocean, all agree that the Flying Dutchman's ghost ship is still sailing, just as she has been for hundreds of years.

How Well Did You Read?

1 (*Recall the reason.*) Sailors worked for Vander Decken because he
- **a** cursed them if they refused
- **b** was a fair and honest captain
- **c** paid well and knew the sea

2 (*Tell the result.*) Because Vander Decken was so proud and boastful,
- **a** disaster came upon him
- **b** he lost all his treasures
- **c** his sailors refused to obey him

3 (*Recall the details.*) When the hurricane came up, Vander Decken
- **a** said that nothing could stop him
- **b** made his men sail on
- **c** Both *a* and *b*

4 (*Recall a detail.*) The writer thinks that Vander Decken's men
- **a** must have been saved
- **b** started a shipping company
- **c** Both *a* and *b*

5 (*Recall the main idea.*) The story is mainly about how Vander Decken
- **a** was punished for cursing the sea
- **b** was a cruel, demanding captain
- **c** was the best sailor of his time

Learn about Words

A Often you can find out the meaning of a word from the way it is used in a story. The other words in the story help you.

Directions: Look at the numbered paragraph in the story. Find the word that best fits each meaning below. Write the word.

1 hard to please; requiring the best (7)
2 people who buy and sell (8)
3 said proudly; bragged (8)
4 ruin; misfortune; bad things (8)
5 fearless; bold (13)
6 very surprised and upset (15)
7 protection; resting place (19)

B Many words have more than one meaning. The way a word is used tells you which meaning the writer had in mind.

Directions: Look at each word in heavy type below. Look back at the numbered paragraph in the story. Which meaning does the word have there? Write **a** or **b**.

8 **vessel** (6)
- **a** ship; large boat
- **b** tube that carries blood through the body

9 **course** (12)
- **a** one part of a meal
- **b** path; movement

10 **boomed** (17)
- **a** sounded loudly
- **b** grew rapidly

C Ann will *present* a gift to Al.
The *presentation* should be fun.

When the letters *ation* are added to an action word such as *present,* they change it into a naming word: *presentation.* The *ation* often means "act of," so the word *presentation* means "act of presenting." When the action word ends in *e,* the *e* is dropped before the *ation* is added.

explor~~e~~ + ation = exploration

Directions: Add *ation* to the word in heavy type to make another word that will complete the second sentence. (Remember to drop final *e*'s.) Write the word you make.

11 Did you **prepare** for the test? Yes, I did my ____ last night.
12 Dr. Russman will **examine** your eyes. The ____ will take twenty minutes.
13 Is there a **limit** to the number of entries? No, there is no ____ on entries.
14 I am going to **create** a new kind of cake. I hope you like my ____.
15 **Observe** everything when you hike in the woods. ____ will help you find your way.

D

in + legal	= illegal (not legal)
in + regular	= irregular (not regular)
in + perfect	= imperfect (not perfect)

The prefix *in* changes its form when it is added to words that begin with certain letters. It becomes *il* before words that begin with *l, ir* before words that begin with *r,* and *im* before words that begin with *p* or *m.*

Directions: Add the prefix *in* to each of the words below. Sometimes *in* will change to *il, ir,* or *im.* Sometimes it will not. Write the new word.

16 in + active
17 in + personal
18 in + movable
19 in + regular
20 in + logical

E

speak	fast
talk	swift

Words with the same meaning are synonyms. *Speak* is a synonym of *talk. Fast* is a synonym of *swift.*

Directions:
slim begin father boy huge

From these words choose a synonym of each word in heavy type below. Write the synonym.

21 Where is your **dad**?
22 When did you **start** to read?
23 Tom is a tall **lad**.
24 This model ship is **large**.
25 Edna is a **slender** girl.

Use Your Imagination

Try to imagine what it would be like to be Vander Decken, sailing in a ghost ship until the end of time. How do you think he feels? Would you help him if you could? What would you do? Tell about it.

They Saved Their Skins

by Mary Bell Carey

1 Sea otters are clever animals. They're so clever that they've found a way to save their skins. They had to. Or they all might have been killed.

2 For nearly two hundred years, sea otters were hunted without mercy. Men killed them. Then they sold the thick, soft fur for as much as $1700 a pelt.

3 Sea otters saved their skins by learning to live their entire lives at sea. At one time, they often went ashore. But then the hunters came. So the sea otters stayed at sea.

Adapted from Golden Magazine, 1971, Review Publishing Company. From an article by Mary Bell Carey.

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4 It is now against the law to kill sea otters. But the gentle animals still shy away from the shore. They are found off the west coast of the United States. And they live among the kelp beds. Kelp is seaweed. They can hide there. Their dark heads look a lot like fat kelp bulbs. Kelp bulbs are the balloonlike knobs that keep the kelp afloat.

5 Sea otters sleep, eat, and care for their young at sea. They live in groups called rafts and try to stay together.

6 The sea otter floats on his back when he sleeps. To keep from floating away from the raft, he wraps several strands of kelp around his body. Then he ties these strands to the sea otter next to him.

7 The sea otter doesn't just sleep on his back. He also eats that way. He uses his furry chest as a dining table.

8 The sea otter's favorite kind of food is shellfish. He likes crab. He likes lobster. And he likes starfish.

9 He has a very clever method of cracking the shells of these shellfish. First he dives to the ocean bottom and picks up a rock. Next he rises to the surface and flips over on his back. Then he pounds the shellfish with the rock until the shell cracks. Finally, still floating on his back, he pops the pieces of cracked shellfish into his mouth.

10 When the sea otter finishes his dinner, he cleans up his dining table. He simply rolls over in the water and swishes the crumbs from his chest.

11 The sea otter is a member of the weasel family. The male is four to six feet long and weighs from fifty to eighty pounds. He has a blunt, whiskered face, which makes him look like a wise old man. And he has big, webbed hind feet, which allow him to swim as fast as ten miles an hour.

12 The female sea otter looks much like the male, but she is a bit smaller. She is loving and kind to her babies, and she cuddles them fondly while she floats on her back. She takes care of them until they're almost grown.

13 The killing of these clever, gentle animals for their valuable fur began in 1727. At that time a group of Russian hunters killed some sea otters off the coast of Alaska. During the next two hundred years nearly 360,000 more were killed.

14 Before the killings began, there were close to a half million sea otters. They could be found all the way up and down the Pacific coast from Mexico to Alaska.

15 Now only about thirty thousand sea otters are left. A few hundred live off the coast of California. And the rest live off the coast of Alaska.

16 Laws were passed in the early 1900s to protect sea otters. But these laws would have been too late if these clever animals had not already fled the shore and adapted their lives to the sea. It was the only way they knew to outsmart man and save their own expensive skins.

How Well Did You Read?

1 (*Recall the details.*) Men hunted the otters to
- **a** give them to zoos
- **b** get their fur
- **c** get their meat

2 (*Recall the result.*) Because they were hunted, the otters learned to
- **a** live at sea all the time
- **b** go ashore only at night
- **c** move from place to place

3 (*Recall a detail.*) A group of otters living together is called a
- **a** flock
- **b** school
- **c** raft

4 (*Tell the reason.*) Otters wrap kelp around themselves before sleeping
- **a** in order to keep warm
- **b** so that they will not float away
- **c** to hide from hunters

5 (*Recall the order.*) When an otter wants to crack open a shell, *first* he
- **a** pounds it with a rock
- **b** flips over on his back
- **c** dives to the ocean bottom for a rock

Learn about Words

A Often you can find out the meaning of a word from the way it is used in a story. The other words in the story help you.

Directions: Look at the numbered paragraph in the story. Find the word that best fits each meaning below. Write the word.

1 skin of a fur-bearing animal (2)
2 strings; long, narrow pieces (6)
3 way; means (9)
4 lovingly (12)
5 run away from (16)
6 changed to suit; adjusted (16)
7 get the better of; fool (16)

B Many words have more than one meaning. The way a word is used tells you which meaning the writer had in mind.

Directions: Look at each word in heavy type below. Look back at the numbered paragraph in the story. Which meaning does the word have there? Write **a** or **b**.

8 beds (4)
- **a** furniture to sleep or rest on
- **b** patches; places where plants grow

9 pops (9)
- **a** bursts open
- **b** quickly puts

10 blunt (11)
- **a** square; not pointed
- **b** direct; gruff

C **sh**ip **sh**ore **sh**ave
na**ti**on mi**ss**ion spe**ci**al

Usually the sound that begins the words *ship, shore,* and *shave* is spelled with the letters *sh.* But sometimes that sound is spelled with the letters *ti, ssi,* or *ci.*

Directions: Each sentence below has one word with an *sh* sound in it. Write the word. Circle the letters—*ti, ssi,* or *ci*—that stand for the *sh* sound.

11 We had to wait and be patient.
12 That musician can sing and dance.
13 I have his permission to go.
14 That boy never pays attention.
15 The cat looks suspicious.

D **m**a**n**y **m**e**n** **m**i**gh**t **m**o**v**e
a b c d **e** f g h **i** j k l m n **o** p q

Words that have the same first letter but different second letters are put in alphabetical order by their second letters. The words *many men might move* all start with *m.* The second letters in these words are *a, e, i,* and *o.* Since *a* is the first letter of the alphabet, *many* is the first word. The letter *e* comes nearest *a* in the alphabet, so *men* is second. And so on.

Directions: On a piece of scratch paper, write the four words in alphabetical order. Write the *last* word on your record page.

16 bring Ben by buggy
17 Nick named no nephews
18 lazy Luther left London
19 then take two turns
20 cats consume clotted cream

E Emmy is as playful as a kitten.

This sentence helps you understand how playful Emmy is. The phrase "as playful as a kitten" is a *figure of speech.* It is just a different way of saying that Emmy is very, very playful.

Directions: Write the word that best completes the sentence.

21 Buttercups are yellow. Roses are red. Her dress was as ____ as a buttercup.
22 Lions are brave. Mice are timid. Joe is as brave as a ____.
23 A mud puddle is dirty. A new penny is clean. His face was as ____ as a new penny.
24 Ice water is cold. Toast is warm. Willie was as warm as ____.
25 A castle is big. A hut is small. My home is as ____ as a castle.

Use Your Imagination
Today, many kinds of animals still face the danger of being destroyed. Do you think it's important that they be saved? If you were trying to save them, what would you do? How would you stop hunters from killing them?

A Bundle of Sticks

retold by Katherine Evans

1 Once there lived an old Persian rugmaker and his three sons.

2 One day the old man called his sons, Tashi, Mashi, and Sashi, to him.

3 "My sons," he said, "it is time that I turn my shop over to you. Remember, in all Persia there are no better rugs than ours."

4 From then on, Tashi made the patterns, Mashi mixed the beautiful dyes, and Sashi worked at the loom.

5 Now it happened that the prince of Persia was going to marry a lovely princess of Baghdad.

6 The prince wondered what gift he could give the princess that would please her most. He thought and thought, and decided on a rug. "That's the very thing," he said. "In all the world Persia is known for its beautiful rugs."

7 So the prince ordered the rugmak-

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ers of Persia to set to work. Each man was to bring his finest rug to the palace on the wedding day. The princess herself would choose the finest rug. And a rich prize would go to its maker.

8 When Tashi, Mashi, and Sashi heard of the prize, their eyes sparkled. They said, "If we win the prize, we will be known all over Persia. Everyone will buy our rugs."

9 The wedding day was six months away. Tashi began to plan the pattern. As he worked, he thought, How wonderful it would be if I *alone* should have the prize. It is I who make the pattern. Everything depends upon me.

10 When at last Tashi finished his pattern, Mashi and Sashi said, "Show us!"

11 "No," said Tashi. "I have worked hard, and this is a beautiful pattern. It is sure to win the prize for me. After all, without my pattern where would you be?"

12 "Where would we be, indeed?" said Mashi with anger. "Would there be a rug at all without my colors? It is I who should have the prize!"

13 Sashi shouted, "There can be no rug if I do not weave it! I should have the prize!"

14 And so the three sons quarreled while other weavers were busy. Many beautiful rugs were soon finished. But the old rugmaker's sons just kept quarreling.

15 Things went from bad to worse. In a rage, Tashi tore his pattern to bits. Mashi gave Sashi a push toward the dye. All the bright colors spilled on the floor and flowed into one ugly brown puddle. Sashi shoved Mashi against the loom. It cracked and broke.

16 Now the wedding day was but a month away. Tashi had no pattern, Mashi's colors were spilled, and Sashi's loom was broken.

17 The old father saw that something must be done. He called his sons and ordered them to bring him some sticks. Holding out one stick, he asked each son, "Can you break this one stick?"

18 "Easily," laughed the sons.

19 Next the old man took all the sticks and tied them into a bundle.

20 "Now," he said, "break the sticks."

21 Each son tried, and each failed. The bundle of sticks was too strong.

22 "My sons," said the old father, "you can see for yourselves. One stick is weak. But three together are strong. It is the same with men. Alone you are weak. Together you are strong."

23 The sons did see—each needed the others. Although time was short, the sons worked together to try for the prize.

24 On the day of the wedding the three sons took their rug to the princess. The colors flashed in the sun. The pattern pleased the eye. The weaving was smooth and perfect.

25 "Here is the rug I want," the princess said to them. "The prize is yours. You have won it by working together."

26 And even to this day Sashi, Mashi, and Tashi keep a bundle of sticks hanging from a peg in their shop.

How Well Did You Read?

1 (*Recall a detail.*) The rug was being made for
- **a** the queen
- **b** the prince's bride
- **c** a fairy godmother

2 (*Recall the reason.*) The brothers quarreled because each of them
- **a** wanted to marry a princess
- **b** wanted to live at the palace
- **c** believed he should get the prize

3 (*Recall the result.*) Because the brothers argued,
- **a** nothing got done
- **b** they each made a rug
- **c** their father wove a lovely rug

4 (*Recall the details.*) The father called his sons together and told them to
- **a** leave his house
- **b** go ahead and make three rugs
- **c** Neither *a* nor *b*

5 (*Tell the story's purpose.*) The story is probably meant to show us
- **a** how rugs are made
- **b** that people should work together
- **c** how clever the father was

Learn about Words

A Often you can find out the meaning of a word from the way it is used in a story. The other words in the story help you.

Directions: Look at the numbered paragraph in the story. Find the word that best fits each meaning below. Write the word.

1 colorings for cloth, thread, or yarn (4)
2 select; pick out (7)
3 design (9)
4 put threads together to make cloth (13)
5 fury; great anger (15)
6 pushed (15)
7 frame on which threads are woven into cloth (16)

B Many words have more than one meaning. The way a word is used tells you which meaning the writer had in mind.

Directions: Look at each word in heavy type below. Look back at the numbered paragraph in the story. Which meaning does the word have there? Write **a** or **b**.

8 **wondered** (6)
- **a** wanted to know
- **b** was astonished by; marveled at

9 **rich** (7)
- **a** costly; valuable
- **b** deep; full

10 **ordered** (17)
- **a** commanded
- **b** arranged; organized

C Tom likes to *collect* stamps.
Tom has a stamp *collection.*

When the letters *ion* are added at the end of an action word such as *collect,* they change it into a naming word: *collection.* When the action word ends in *e,* the *e* is dropped before the *ion* is added:

dictate + ion = dictation

Directions: Add *ion* to the word in heavy type to make another word that will complete the second sentence. (Remember to drop final *e*'s.) Write the word you make.

11 You can use a mirror to **reflect** the sun. The ____ is a flash of light.
12 Did the school paper **reject** Sally's story? The ____ will make her unhappy.
13 To **recollect** means to remember. A ____ is a memory.
14 Did Janet **construct** this paper bird? Her ____ is very pretty.
15 Let's try to **predict** who will win the game. Maybe our ____ will come true.

D

per/son	(person)
pro/test	(protest)

Some words begin with the syllables *per* or *pro.* When you divide a word into syllables, you may find it easier to read.

Directions: Each sentence has an incomplete word. Decide which syllable (*per* or *pro*) will finish the incomplete word so that the sentence makes sense. Write the completed word. For example, if you see *__son,* you will write *person.*

16 Nan spilled the __fume.
17 Did the dog __tect the puppies?
18 What does this factory __duce?
19 I can't __mit him to go.
20 Jan is a __fect speller.

E

outside	upstairs
inside	downstairs

Words with opposite meanings are antonyms. *Outside* is an antonym of *inside. Upstairs* is an antonym of *downstairs.*

Directions:

does unable worst noisy lost

From these words choose an antonym of each word in heavy type below. Write the antonym.

21 She **doesn't** like to swim.
22 Bill is a **quiet** boy.
23 Somebody **found** the watch.
24 Joan bakes the **best** pies.
25 Are you **able** to go with us?

Use Your Imagination

Pretend you are the brother Tashi, who drew all the rug patterns. Of course you want to win the prize, so you design a beautiful rug for the princess. Can you draw a picture of your rug?

Glaciers

by Wendell V. Tangborn

1 Winters are very cold in many places. Hills and valleys are covered with snow. Big lakes freeze. Ice covers rivers from shore to shore. If the winter stays cold, the ice gets thicker and thicker. The snow piles deeper and deeper.

2 In springtime the snow melts from hills and valleys. The ice disappears from lakes and rivers. But some places on the earth are cold all the time. There snow and ice don't melt away even in summertime. On very high mountains, snow and ice stay all

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through the summer. Greenland is covered with snow all the time. At the South Pole, miles and miles of thick ice cover the land; the ice and snow never melt.

3 Year after year, more snow falls. It piles deeper and deeper. Snow that does not melt for years turns into ice. The ice piles up for hundreds, even thousands of years. Year after year, it becomes thicker and thicker. The ice may pile up ten feet or a hundred feet. That's as high as a ten-story building. In some places the ice may pile up a thousand feet!

4 These big fields of thick ice are called *glaciers*. Glaciers are rivers of ice. The weight of the ice makes the glaciers move. They move down the mountains toward the sea. Glaciers move so slowly that you cannot see that they are moving. Some move ten feet in one day. Some move less than an inch a day.

5 Nothing can stop these big fields of ice from moving. As they move over land they pick up stones and boulders. As they move through valleys they cut them deep and wide. Slowly, slowly the glaciers move, grinding and crushing rocks, hillsides, trees, and forests. A glacier could push a whole city out of its path. Glaciers move on and on, year after year.

6 Glacial ice is packed with soil, trees, rocks, and boulders that have been picked up along the way. Rocks, boulders, soil, and trees are rubbed together for hundreds and thousands of years. Boulders may be ground down into sand or dust.

7 Sometimes the ice stretches and makes huge cracks. The cracks may be a hundred feet deep. Some are so wide you could not throw a stone across them.

8 When the edge of the glacier comes to warmer weather, it slowly melts. Streams run from the melting edge. They may be milky white from the ground-up rocks. As the glacier melts, rocks, boulders, trees, and tons of soil are dropped. Rocks, boulders, trees, and soil may be piled into long low hills. These hills are called *moraines*.

9 Glaciers that form near the North or South Pole move into the sea. Gigantic pieces break off and become icebergs. These icebergs float out to sea. When they melt, they drop soil, sand, rocks, and boulders into the sea.

10 Thousands of years ago glaciers covered large parts of the earth. Today they are found only at the North and South Poles and on high mountains. But they are still scraping up rocks, boulders, trees, and soil—and grinding, grinding, grinding.

11 Maybe the place where you live used to be under a glacier. If you live near a gravel pit, it was a glacier that made the gravel. The rocks you pick up may have been dropped by a glacier as it melted. They may have been dragged from a faraway place. A big rounded boulder that stands all alone may have been carried by a glacier. Some of the hills you slide down may have been made by a glacier long, long ago.

How Well Did You Read?

1 (*Recall the details.*) Glaciers are found
- **a** in Greenland and at the South Pole
- **b** where it's cold all the time
- **c** Both *a* and *b*

2 (*Recall the details.*) Glaciers are formed by
- **a** piled-up snow that doesn't melt
- **b** heavy rainfall in cold places
- **c** rivers that have frozen over

3 (*Tell the result.*) Because nothing in their paths can stop them, glaciers
- **a** move on and on, year after year
- **b** destroy many cities each year
- **c** are melted with big fires

4 (*Tell the reason.*) Glacial streams may be milky white, because there is
- **a** milk in them
- **b** white clay in them
- **c** ground-up rock in them

5 (*Recall the details.*) Rocks, trees, and soil piled in low hills are called
- **a** glades
- **b** moraines
- **c** fjords

Learn about Words

A Often you can find out the meaning of a word from the way it is used in a story. The other words in the story help you.

Directions: Look at the numbered paragraph in the story. Find the word that best fits each meaning below. Write the word.

1 stacks up; heaps up (1)
2 filled very full (6)
3 earth; land; dirt (6)
4 large rocks (6)
5 take shape; develop (9)
6 large floating pieces of glacial ice (9)
7 crushing; rubbing things roughly together (10)

B Many words have more than one meaning. The way a word is used tells you which meaning the writer had in mind.

Directions: Look at each word in heavy type below. Look back at the numbered paragraph in the story. Which meaning does the word have there? Write **a** or **b**.

8 **feet** (4)
- **a** units of measurement
- **b** parts of the body used for standing

9 **cracks** (7)
- **a** openings; splits
- **b** sudden, sharp noises

10 **live** (11)
- **a** be alive, not dead
- **b** dwell; make your home

C Ann will *present* a gift to Al.
The *presentation* should be fun.

When the letters *ation* are added to an action word such as *present,* they change it into a naming word: *presentation.* The *ation* often means "act of," so the word *presentation* means "act of presenting." When the action word ends in *e,* the *e* is dropped before the *ation* is added.

explor~~e~~ + ation = exploration

Directions: Add *ation* to the word in heavy type to make another word that will complete the second sentence. (Remember to drop final *e*'s.) Write the word you make.

11 Joe didn't **realize** he was cut. ____ came when the cut began to bleed.
12 Did Cora **invite** you to her party? Yes, my ____ just came.
13 I like to **imagine** I'm taking a trip. I like to travel in my ____.
14 The mayor will **declare** the fair open. After his ____, the fun will begin.
15 We all **expect** our team to win. We hope our ____ comes true.

D

in + legal	= illegal (not legal)
in + regular	= irregular (not regular)
in + perfect	= imperfect (not perfect)

The prefix *in* changes its form when it is added to words that begin with certain letters. It becomes *il* before words that begin with *l, ir* before words that begin with *r,* and *im* before words that begin with *p* or *m.*

Directions: Add the prefix *in* to each of the words below. Sometimes *in* will change to *il, ir,* or *im.* Sometimes it will not. Write the new word.

16 in + responsible
17 in + complete
18 in + proper
19 in + legal
20 in + movable

E

speak	fast
talk	swift

Words with the same meaning are synonyms. *Speak* is a synonym of *talk. Fast* is a synonym of *swift.*

Directions:

talk grow lady happy rear

From these words choose a synonym of each word in heavy type below. Write the synonym.

21 That **woman** sold the toy to me.
22 They always **speak** so fast.
23 Where do they **raise** corn?
24 We sat in the **back** of the car.
25 Those girls are always **cheerful**.

Use Your Imagination
What if you woke up one morning and saw a glacier towering over your house? Would you try to melt it? Would you take your things and go away? Would you hope for warm weather? Tell how you would feel and what you would do.

Please Don't Feed Horace

by Miriam Young

1 When Horace was very young, he went to live at the zoo. There were trees for shade. There was sun to sit in. There was a nice pool to splash in.

2 The keeper who brought his meals was a kind man. He scratched Horace between the ears. The man who filled his pool with water was friendly. Sometimes he gave Horace a nice shower. But best of all there were lots of children who came to visit every day.

3 The children liked Horace best of all the animals in the zoo. That was because he looked so happy. When he heard the children coming he would jump up and run to the bars of his cage. Then he would open his mouth in a friendly grin.

4 When Horace's mouth was open wide, it was *very* big. It was so big that

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even the smallest visitor could throw something into it without missing. So everyone loved throwing peanuts and other good things to Horace.

5 The zookeeper knew Horace shouldn't eat between meals. He put up a sign:

HIPPOPOTAMUS AMPHIBIUS
Do Not Feed

6 The smaller children couldn't read. They went right on feeding Horace. The bigger children could read the words *Do Not Feed,* but those first big words puzzled them. Surely that long name didn't mean Horace! So they went right on feeding Horace too. And Horace grew and grew.

7 One day everyone came to the zoo. Everyone visited Horace. And everyone fed Horace. Then it happened!

8 One minute Horace was standing there, friendly as ever. The next minute he was making awful noises. He moaned and groaned. He stood in a corner with his head hanging. His mouth closed tight. He gave a shiver. Then he let out a roar.

9 The children backed away. The keeper came hurrying. The workmen came running. What's the matter with Horace? they wondered. Then the man in charge of the whole zoo came scurrying. "Something's wrong with Horace," he said. He sent for the animal doctor.

10 The doctor rushed up with his little bag. He took Horace's temperature. He looked way down his throat. "Perhaps he's not getting enough to eat," he said.

11 But the keeper said he gave Horace lots of hay every day.

12 "Ah," said the doctor, "perhaps there's something in his hay that disagrees with him."

13 Then a little boy spoke up. "I think," he said, "there's something in *Horace* that disagrees with him. I think he has a stomachache."

14 "What makes you think so?" the doctor asked.

15 "Well," said the boy, "I've been here all day. And Horace has eaten peanuts, popcorn, peanut shells, and hotdogs. He's had hamburgers, deviled eggs, lollipops, and potato chips. Then he ate three balloons, a lady's glove, and a plastic flower."

16 "My goodness," said the doctor, "no wonder he's sick! Who gave him all those things?"

17 "We did," said the little boy. "But we didn't mean to make him sick."

18 The doctor took out a pad and a pencil. He wrote something very quickly. He gave it to the zookeeper and said that he was sure Horace would be better the next day.

19 So poor Horace got a whole bucket of medicine! He didn't sleep very well that night, and in the morning he was tired. But by noontime he felt well enough to eat a little lunch. And after his nap he felt fine. When he heard the children coming, he walked to the bars of his cage and stood waiting.

20 "Hooray!" the children cried. "Horace is all better!"

21 But nobody threw any peanuts or popcorn or anything else, because now there was a new sign on the cage:

If You Love Him
PLEASE DON'T FEED HORACE

22 Horace has been fine ever since.

How Well Did You Read?

1 (*Recall the reason.*) The children liked Horace best because he
- **a** was so big
- **b** did tricks
- **c** looked so happy

2 (*Recall the result.*) Because Horace's mouth was big, the smallest children
- **a** were afraid he might eat them
- **b** could throw food into it easily
- **c** Neither *a* nor *b*

3 (*Recall the details.*) Horace was not supposed to
- **a** get near the bars of his cage
- **b** eat between meals
- **c** scare the children

4 (*Recall the details.*) Horace was sick because he'd eaten
- **a** peanuts, popcorn, and hotdogs
- **b** lollipops, balloons, and a glove
- **c** Both *a* and *b*

5 (*Tell the order.*) After the doctor looked at Horace, what was the *first* thing that happened?
- **a** Horace got a bucket of medicine.
- **b** Horace had his ears scratched.
- **c** The zookeeper put up a new sign.

Learn about Words

A Often you can find out the meaning of a word from the way it is used in a story. The other words in the story help you.

Directions: Look at the numbered paragraph in the story. Find the word that best fits each meaning below. Write the word.

1 person who feeds and cares for animals (2)
2 smile (3)
3 took place; came about (7)
4 dreadful; terrible (8)
5 quick shake (8)
6 hurrying; running (9)
7 pail (19)

B Many words have more than one meaning. The way a word is used tells you which meaning the writer had in mind.

Directions: Look at each word in heavy type below. Look back at the numbered paragraph in the story. Which meaning does the word have there? Write **a** or **b**.

8 shade (1)
- **a** window blind
- **b** shelter from the sun

9 kind (2)
- **a** of the same sort
- **b** gentle; nice

10 pad (18)
- **a** tablet; sheets of paper fastened together
- **b** flat cushion or pillow with soft filling

C **sh**ip **sh**ore **sh**ave
na**ti**on mi**ssi**on spe**ci**al

Usually the sound that begins the words *ship, shore,* and *shave* is spelled with the letters *sh.* But sometimes that sound is spelled with the letters *ti, ssi,* or *ci.*

Directions: Each sentence below has one word with an *sh* sound in it. Write the word. Circle the letters—*ti, ssi,* or *ci*—that stand for the *sh* sound.

11 The apple pie was delicious.
12 We had to wait in the station.
13 Did you hear his explanation?
14 What a happy expression he has!
15 This cake is quite a creation.

D **m**a**n**y **m**e**n** **m**i**gh**t **m**o**v**e
a b c d **e** f g h **i** j k l m n **o** p q

Words that have the same first letter but different second letters are put in alphabetical order by their second letters. The words *many men might move* all start with *m.* The second letters in these words are *a, e, i,* and *o.* Since *a* is the first letter of the alphabet, *many* is the first word. The letter *e* comes nearest *a* in the alphabet, so *men* is second. And so on.

Directions: On a piece of scratch paper, write the four words in alphabetical order. Write the *last* word on your record page.

16 Osbert often orders oysters
17 surely Sally shouldn't scream
18 Edna even eats eels
19 Phillip's poodle played prettily
20 Nora needed nine nutmegs

E Emmy is as playful as a kitten.

This sentence helps you understand how playful Emmy is. The phrase "as playful as a kitten" is a *figure of speech.* It is just a different way of saying that Emmy is very, very playful.

Directions: Write the word that best completes the sentence.

21 Lemons are yellow. Apples are red. My cheeks are as red as ____.
22 Sunshine is cheerful. A rainy day is gloomy. Joe felt as ____ as a rainy day.
23 Night is dark. Day is light. The cellar was as dark as ____.
24 A hen is stupid. A lamb is playful. The little girl was as ____ as a lamb.
25 Grass is green. Carrots are orange. Becky's hair is as orange as a ____.

Use Your Imagination
Suppose you were a zookeeper and your elephant got away. How would you get him back into his cage? Make up a story about it.

Diogenes and His Lantern

by Cyriel Verleyen

1 Two thousand years ago a rich man named Diogenes lived in Greece. He owned vineyards and orchards and a palace. He had servants, slaves, lute players, and singers. He owned so many things that he was always busy.

2 "Oh, fuss and trouble," grumbled Diogenes. "There's no end to my problems."

3 Sometimes Diogenes went to the forest to be alone. He liked to walk and be free. It was good to look at things and wonder about them, or sit under a tree and read.

4 But his servants wouldn't leave him alone. Some of them even went to the forest and bothered him with questions.

5 "Oh, fuss and trouble," grumbled Diogenes. Sadly he returned home.

6 That afternoon Diogenes called his workers together.

7 "I'm not happy," he said. "Everything I own gives me trouble. I want to travel and see things and talk to people."

8 So Diogenes invited his friends to a

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farewell party. Afterward he gave them everything he owned, even his clothes.

9 Then Diogenes told his slaves, "You are free to go."

10 Diogenes said to his dog, "Come, there's a ship in the port. We'll go wherever it takes us."

11 Many of his friends came to the ship to say goodbye. "How will you live? Who can be happy without slaves or money or palaces?" they asked.

12 Diogenes suddenly got down on all fours and began to bark!

13 Everybody began to laugh. One man asked, "What does that mean?"

14 "It means that I will live a simple life, just like a dog. A dog doesn't own slaves, but still he's happy," answered Diogenes.

15 The ship took him to the city of Corinth. The people of Corinth had heard about Diogenes. They leaned out their windows to look at him.

16 "A man can't live without a roof over his head," said one man.

17 "The sky will be my roof," said Diogenes, and he went to sleep on some temple steps.

18 One day Alexander the Great, king of Macedonia, returned to Greece. At his very name, men trembled with fear.

19 "I love power," boasted Alexander. "What is better than power?"

20 Then someone told the king about Diogenes who had given up his power and money. Alexander went to Corinth to meet the man who believed that happiness was better than power.

21 He found Diogenes asleep on the temple steps. "Wake up," he said. "I am Alexander."

22 Diogenes opened his eyes to greet the king. Then he shut them again.

23 "I can give you anything in the world," Alexander said. "Tell me what you want."

24 "I want you to step aside. You are blocking the warm sun," Diogenes answered.

25 "Is that all?" said Alexander, amazed. "Here is a man who does not want wealth and power." Without another word he went away.

26 Later Diogenes went to Athens and became a famous teacher. The Athenians offered him a very fine house, but Diogenes refused it.

27 He found an old barrel and made that his home. All the children of Athens came to play around his funny house. Diogenes was very happy.

28 One day the people of Athens saw Diogenes carrying a lamp in broad daylight. "What does that mean?" they asked.

29 "I am looking for an honest man," replied Diogenes.

30 Now that was an odd thing to say. Everybody was puzzled.

31 "I know what he means," said a man. "There are few honest men. Diogenes needs all the light in the world to help him find one. Am I right, Diogenes?"

32 And Diogenes smiled and nodded.

33 The sun was warm. Diogenes remembered his palace and said to himself, "That was all fuss and trouble. I like my barrel. I like to sit and think. Life is very, very good."

How Well Did You Read?

1 (*Recall the reason.*) Diogenes gave up everything he owned because
- **a** owning things gave him trouble
- **b** he didn't know what else to do
- **c** he was crazy

2 (*Tell the result.*) Because he'd given everything away, Diogenes was
- **a** poor
- **b** happy
- **c** Both *a* and *b*

3 (*Tell the order.*) Which of these did Diogenes do *first?*
- **a** He lived in a barrel.
- **b** He barked like a dog.
- **c** He slept on the temple steps.

4 (*Recall a detail.*) More than anything, Alexander the Great liked
- **a** power
- **b** honesty
- **c** bravery

5 (*Tell the story's purpose.*) The story is probably meant to show us that
- **a** wealth doesn't buy happiness
- **b** honesty is the best policy
- **c** Diogenes was a fool

Learn about Words

A Often you can find out the meaning of a word from the way it is used in a story. The other words in the story help you.

Directions: Look at the numbered paragraph in the story. Find the word that best fits each meaning below. Write the word.

1 stringed musical instrument (1)
2 complained; muttered (2)
3 goodbye; going-away (8)
4 harbor; place where ships load and unload (10)
5 standing in the way of (24)
6 did not take; rejected (26)
7 unable to understand (30)

B Many words have more than one meaning. The way a word is used tells you which meaning the writer had in mind.

Directions: Look at each word in heavy type below. Look back at the numbered paragraph in the story. Which meaning does the word have there? Write **a** or **b**.

8 **bark** (12)
- **a** scrape the skin from
- **b** make short, sharp sounds like a dog

9 **simple** (14)
- **a** plain; humble; not fancy
- **b** stupid; weak in the mind

10 **temple** (17)
- **a** building used for worship; church
- **b** flat part on either side of the forehead

C Tom likes to *collect* stamps.
Tom has a stamp *collection.*

When the letters *ion* are added at the end of an action word such as *collect,* they change it into a naming word: *collection.* When the action word ends in *e,* the *e* is dropped before the *ion* is added:

dictat~~e~~ + ion = dictation

Directions: Add *ion* to the word in heavy type to make another word that will complete the second sentence. (Remember to drop final *e*'s.) Write the word you make.

11 The rules **prohibit** running in the hall. Please obey the ____.
12 Let's **connect** the trailer to the car. Be sure the ____ doesn't break.
13 The team must **elect** a captain. Let's have the ____ right now.
14 I **object** to those plans. Shall I explain my ____?
15 Umbrellas **protect** us from the rain. When it storms we need their ____.

D per/son (person)
pro/test (protest)

Some words begin with the syllables *per* or *pro.* When you divide a word into syllables, you may find it easier to read.

Directions: Each sentence has an incomplete word. Decide which syllable (*per* or *pro*) will finish the incomplete word so that the sentence makes sense. Write the completed word. For example, if you see __*son,* you will write *person.*

16 Will he __mit us to speak?
17 This coat will __tect you.
18 They will __vide us with food.
19 Dan is a nice __son.
20 Barb did __suade us to sing.

E outside upstairs
inside downstairs

Words with opposite meanings are antonyms. *Outside* is an antonym of *inside. Upstairs* is an antonym of *downstairs.*

Directions:

ugliest best rough right asleep

From these words choose an antonym of each word in heavy type below. Write the antonym.

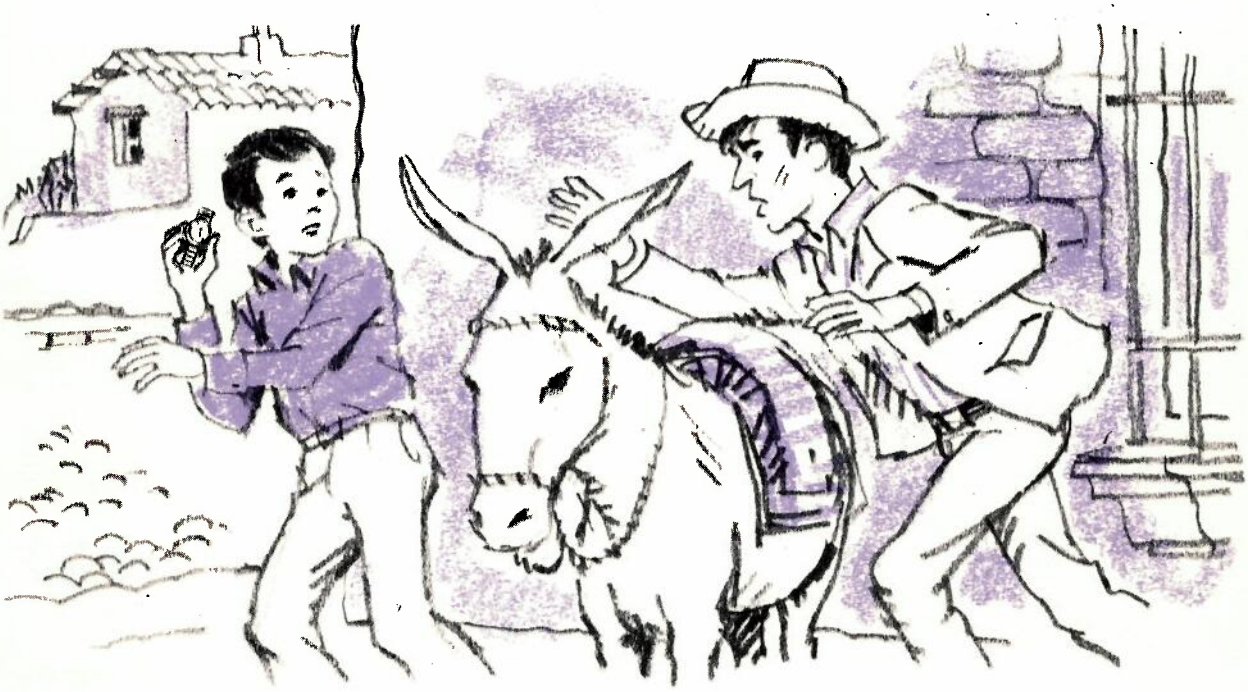
21 I think Tom is still **awake**.
22 This piece of wood is **smooth**.
23 He was **wrong** to say that.
24 It's the **worst** story I've read.
25 Which is the **prettiest** toy?

Use Your Imagination

People often dislike things they don't know about or understand. In his travels Diogenes must have met many people who thought he was crazy. Pretend you were Diogenes. How would you make people understand your ideas? What would you tell them?

The Thief and His Burro

by Mark Cramer



1 At one o'clock in the afternoon in Ibarra, Ecuador, all the stores were closed. At that hour everyone was eating lunch. Everyone, that is, except a thief named Ramón.

2 Ramón was just leaving a watch shop through a back window after stealing a new watch. Once outside, he looked up and down the narrow back street. No one was in sight, except a burro. Ramón tucked the watch into a small sack on the burro's back. Then he slapped the burro on the back and said, "So long."

3 Now in Ibarra, people don't eat quick lunches. They spend about three hours eating and resting. So, it would be some time before the watch-shop owner would learn that one of his fine watches was missing. And later, the police would be looking for a thief with a new watch.

4 But they wouldn't be looking for a burro.

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5 Ramón's burro was very clever. When Ramón would steal something, he would put it in the sack on the burro's back. Then the burro would walk slowly back to Ramón's house. And Ramón would go home on the bus.

6 Twice the police had seen Ramón right after a robbery, and had questioned him. But since Ramón could prove that he wasn't carrying anything stolen, they hadn't arrested him.

7 And he knew that the police would never guess that his partner in crime was a burro!

8 Sometime later, as the burro was walking slowly through the streets, a boy named Paco saw him. Like most boys, Paco was curious. He looked over the burro and decided that it didn't have an owner. So Paco thought he would take the burro home.

9 There was just one problem. The burro didn't want to go in the same direction that Paco wanted to go. It kept on walking toward Ramón's house, where a delicious lunch, with ice cream, would be waiting. So since the burro wouldn't follow Paco, Paco followed the burro.

10 As Paco walked through the streets behind the burro, he heard people talking about a stolen watch. But he didn't pay much attention.

11 On the other side of town, Ramón waited and waited. At last, he decided to leave the house and try to find his partner.

12 Meanwhile, Paco had seen the small sack on the burro's back. Being curious, he opened it, and there was a new watch! Paco remembered that people had been talking about a stolen watch, and he thought he should take it to the watch-shop owner.

13 Just at that moment, Ramón came around a corner. When he saw Paco with the watch, he called, "Give me that watch!"

14 Paco didn't answer, but began walking quickly down the street.

15 "Give it to me!" yelled Ramón.

16 Paco started to run. But Ramón's legs were longer than Paco's. Just as he caught up with Paco, the two of them collided with someone. It was a policeman.

17 When the policeman saw a small boy with a new watch that still had a price tag on it, he thought Paco was the thief.

18 "Boy," he said, "come with me."

19 Paco stared at the policeman. He was so shocked that he didn't know what to say.

20 Then Ramón began to yell, "That's my watch. Give it to me!" And he tried to grab the watch.

21 The policeman grabbed Ramón. Then he asked Paco to explain what had happened. After that, Ramón was invited to accompany the policeman to the police station. And, of course, Ramón had to accept the invitation.

22 Far on the other side of town, the burro had arrived home. But today no delicious lunch was waiting for him. Today there was no ice cream. And worst of all, there was no Ramón.

How Well Did You Read?

1 (*Recall the reason.*) Ramón stole the watch easily, because everyone was
- **a** busy working
- **b** at home having a long lunch
- **c** watching a parade

2 (*Recall the details.*) The police had seen Ramón after a robbery
- **a** two different times
- **b** the day before
- **c** six different times

3 (*Recall the details.*) Ramón was sure the police would never
- **a** guess his partner was a burro
- **b** be able to prove he was a thief
- **c** Both *a* and *b*

4 (*Tell the result.*) Because the burro was all alone, Paco decided to
- **a** take it to the police
- **b** look for its owner
- **c** take it home with him

5 (*Recall the details.*) When Paco saw the watch, he thought he'd
- **a** give it to his father
- **b** take it to the police
- **c** return it to the watch-shop owner

Learn about Words

A Often you can find out the meaning of a word from the way it is used in a story. The other words in the story help you.

Directions: Look at the numbered paragraph in the story. Find the word that best fits each meaning below. Write the word.

1 robber; person who steals (1)
2 show without a doubt (6)
3 held; taken (6)
4 lawbreaking; wrongdoing (7)
5 helper; one who shares in a business or act (11)
6 came together; ran into (16)
7 go along with (21)

B Many words have more than one meaning. The way a word is used tells you which meaning the writer had in mind.

Directions: Look at each word in heavy type below. Look back at the numbered paragraph in the story. Which meaning does the word have there? Write **a** or **b**.

8 stores (1)
- **a** shops; places where one buys things
- **b** things put away for later use; stock

9 tucked (2)
- **a** snugly put away
- **b** folded; drawn close together

10 spend (3)
- **a** use up; pass
- **b** pay out money

C Ann will *present* a gift to Al.
The *presentation* should be fun.

When the letters *ation* are added to an action word such as *present,* they change it into a naming word: *presentation.* The *ation* often means "act of," so the word *presentation* means "act of presenting." When the action word ends in *e,* the *e* is dropped before the *ation* is added.

explor~~e~~ + ation = exploration

Directions: Add *ation* to the word in heavy type to make another word that will complete the second sentence. (Remember to drop final *e*'s.) Write the word you make.

11 Jane will **inform** us of the meeting. The ____ will be on the board.
12 Dad will **install** the new furnace. I can help with the ____.
13 Joan will **recite** a poem. Her ____ will be the first we hear.
14 I like to **relax** with a good book. Reading is my ____.
15 That old witch will **transform** you. After the ____, you will be a frog.

D

in + legal	= illegal (not legal)
in + regular	= irregular (not regular)
in + perfect	= imperfect (not perfect)

The prefix *in* changes its form when it is added to words that begin with certain letters. It becomes *il* before words that begin with *l, ir* before words that begin with *r,* and *im* before words that begin with *p* or *m.*

Directions: Add the prefix *in* to each of the words below. Sometimes *in* will change to *il, ir,* or *im.* Sometimes it will not. Write the new word.

16 in + logical
17 in + correct
18 in + perfect
19 in + active
20 in + responsible

E

speak	fast
talk	swift

Words with the same meaning are synonyms. *Speak* is a synonym of *talk. Fast* is a synonym of *swift.*

Directions:

pull stay little scared dislike

From these words choose a synonym of each word in heavy type below. Write the synonym.

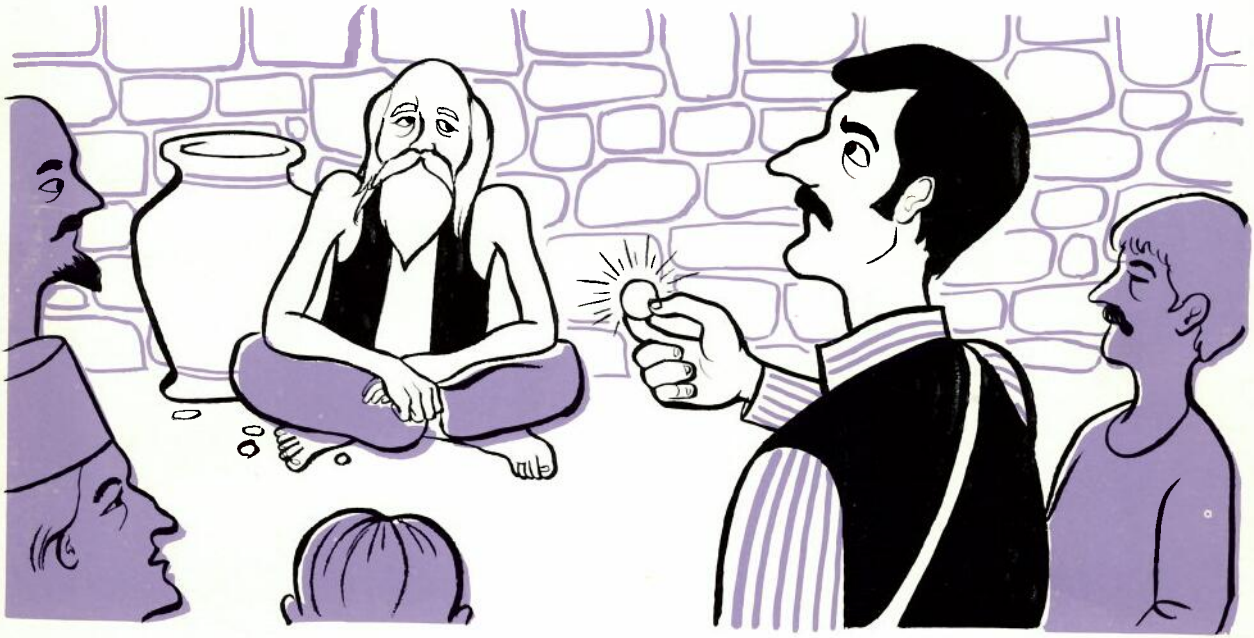
21 Why do you **hate** to go to sleep?
22 The circus will **remain** in town.
23 This is a **small** piece of cake.
24 Don't **tug** the rope; it may snap.
25 The princess is **afraid** of toads.

Use Your Imagination

When the burro got home, there was no one to take care of him. He was on his own. What do you suppose he did? Did he continue his life of crime? Or did he become an honest burro? Tell what you think happened to him.

Good Advice for Sale

by Jean Ure



1 There was once a man taken prisoner in the wars. He worked as a slave for twenty long years. Then somehow he managed to escape and head for home. He had three golden coins, which were all he had saved in twenty years.

2 He came to a village on the way, and outside one of the houses he saw a crowd of people. He went to find out why they had gathered. There he found an old man who wouldn't say anything unless someone gave him a coin.

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3 "That's strange," the man said to himself. "I might as well give him one of my coins. I haven't much to lose. I'll find out what he's got to say to me."

4 The old man opened his mouth. "Don't try your courage when the water's at the flood," he said.

5 The man didn't know what to make of this, so he said to himself, "That advice won't get me very far. So I might as well give him another coin and hear him speak again." He gave him more money.

6 The old man said, "Let evening anger wait till morning."

7 That advice didn't sound very useful either.

8 Well, that's enough money spent on advice, thought the man, and he went on with his journey.

9 He went on till he came to a wide and foaming river. He was going to swim, but he remembered what the old man had said: "Don't try your courage when the water's at the flood." So he sat down to eat some food.

10 As he was eating, he heard the sound of a horse's hooves. He saw a young man come riding along like a whirlwind. When he came to the river—*splash!*—in he rode, horse and all, and there was nothing more to be seen of him. After a little while, the horse came back up the bank again. The man caught it and found a couple of leather bags slung across its back. The bags were full of gold and other valuable trinkets, and there were two pistols in the saddle.

11 "Well," said the man, "that fellow must have been a thief. I see the old man's advice was good." As soon as the water had gone down, he rode cheerfully across the river. He reached his own home late at night. There was a light in the window, so he looked inside.

12 Now when he had been taken as a slave, the man's wife had been expecting a baby. By this time the baby was a fine upstanding young man. So when the man looked in the window, he didn't recognize his grownup son standing there.

13 Well now, she's gone and got married again, the man thought. He was angry and disappointed. He went to get one of the pistols to shoot his wife and her new husband. But then he remembered the old man's advice: "Let evening anger wait till morning."

14 "I took his advice the first time and it turned out very well," the man said to himself. "I might as well follow his second piece of advice now and wait till tomorrow morning." And he went to spend the night with one of his brothers.

15 There he found out that the young man he had seen was his son. So his wife had been faithful to him after all! When he heard all this, the man was really happy.

16 The next day he went straight to his own home and kissed his wife and his son. They could hardly believe their eyes. He told them about the two pieces of advice the old man had given him. One had made him rich and the other had saved him from doing something very bad.

How Well Did You Read?

1 (*Tell the reason.*) The man had been gone for twenty years because he had been
- **a** a prisoner of war
- **b** working as a pirate
- **c** Neither *a* nor *b*

2 (*Tell the order.*) What did the man do *first* when he reached the village?
- **a** He paid a man for some advice.
- **b** He rode across a river.
- **c** He got a good meal.

3 (*Recall a detail.*) What did the man think when he saw the young man in his house?
- **a** He thought his wife looked old.
- **b** He thought it was the wrong house.
- **c** He thought his wife had married again.

4 (*Recall the details.*) The young man he saw in his own house was his
- **a** baby brother grown up
- **b** son grown up
- **c** wife's new husband

5 (*Recall the result.*) Because the man listened to good advice, he
- **a** found a fortune
- **b** was kept from doing something bad
- **c** Both *a* and *b*

Learn about Words

A Often you can find out the meaning of a word from the way it is used in a story. The other words in the story help you.

Directions: Look at the numbered paragraph in the story. Find the word that best fits each meaning below. Write the word.

1 get free; get out and away (1)
2 bravery (4)
3 wildly spinning wind (10)
4 loosely hanging (10)
5 jewels; decorations (10)
6 honest; honorable (12)
7 true; worthy of trust (15)

B Many words have more than one meaning. The way a word is used tells you which meaning the writer had in mind.

Directions: Look at each word in heavy type below. Look back at the numbered paragraph in the story. Which meaning does the word have there? Write **a** or **b**.

8 managed (1)
- **a** arranged; found a way
- **b** directed; administered

9 bank (10)
- **a** place for keeping money
- **b** ground at the edge of the river

10 recognize (12)
- **a** greet
- **b** know; identify

C **ship** **sh**ore **sh**ave
na**tion** mi**ssion** spe**cial**

Usually the sound that begins the words *ship, shore,* and *shave* is spelled with the letters *sh.* But sometimes that sound is spelled with the letters *ti, ssi,* or *ci.*

Directions: Each sentence below has one word with an *sh* sound in it. Write the word. Circle the letters—*ti, ssi,* or *ci*—that stand for the *sh* sound.

11 This is a special kind of cake.
12 That's a strange invention!
13 This definition is not correct.
14 We had a long discussion.
15 Pay attention to what I say.

D **m**a**n**y **m**e**n** **m**i**g**ht **m**o**v**e
a b c d **e** f g h **i** j k l m n **o** p q

Words that have the same first letter but different second letters are put in alphabetical order by their second letters. The words *many men might move* all start with *m.* The second letters in these words are *a, e, i,* and *o.* Since *a* is the first letter of the alphabet, *many* is the first word. The letter *e* comes nearest *a* in the alphabet, so *men* is second. And so on.

Directions: On a piece of scratch paper, write the four words in alphabetical order. Write the *last* word on your record page.

16 mysterious Meg mixes mud
17 don't decorate Daniel's drum
18 Stan sings sad songs
19 Bob brought big bags
20 six shops sell stockings

E Emmy is as playful as a kitten.

This sentence helps you understand how playful Emmy is. The phrase "as playful as a kitten" is a *figure of speech.* It is just a different way of saying that Emmy is very, very playful.

Directions: Write the word that best completes the sentence.

21 Honey is sweet. Vinegar is sour. Her voice was as ____ as honey.
22 Mops are ugly. Dolls are pretty. Lizzie is as pretty as a ____.
23 Kings are rich. Beggars are poor. That man is as ____ as a king.
24 Foxes are clever. Oysters are stupid. Al is as clever as a ____.
25 A whisper is quiet. Thunder is loud. The giant's voice was as ____ as thunder.

Use Your Imagination
What would you do if you were made a prisoner of war? Would you try to escape? Make up a story about your experiences as a prisoner.

Gabriel Wrinkles

by Charles Doughtie

1 Once there lived on a farm one of the funniest-looking bloodhounds you ever saw.

2 His ribs stuck out as if he had swallowed a birdcage, and his tummy hung down as though stuffed with a cantaloupe. But the funniest sight of all was his face. He had so many wrinkles that his forehead seemed to tumble down over his eyes. That's why he was named Gabriel Wrinkles.

3 His eyes were very red and always watery, and his nose was all stuffy and snuffly. When he tried to find a trail, he could hardly see his way through his wrinkles. When he tried to smell out a scent, he couldn't sniff a thing. He only snuffled. And sometimes he sneezed. That was because he had hay fever.

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4 Gabriel Wrinkles could do just one thing well. He could bay. That's a hound dog's way of barking.

5 Gabriel's master trained bloodhounds to be trackers, so that they could find people who became lost in the woods. Gabriel's father, Hercules Bullbellow, was a famous tracker. He could sniff out a trail and find the most lost person ever lost! Gabriel's mother, Sadie, was a good tracker too.

6 But Gabriel Wrinkles had troubles. He couldn't tell an onion from a tennis ball. He couldn't even tell the difference between a skunk and a slice of chocolate layer cake. Sometimes when his wrinkles fell down over his eyes and he snuffled instead of sniffed, he ran smack into stone walls.

7 Gabriel's brothers and sisters laughed at him. "Gabriel couldn't follow a garbage truck if he was tied to it!" they said.

8 Then late one night, not far from where Gabriel Wrinkles lived, two bold prisoners escaped from a prison. They were very bad men who had been sent to prison for setting fire to birds' nests.

9 When their escape was discovered, the chief of the prison called up Gabriel's master.

10 "We need your bloodhounds!" he cried.

11 Gabriel's master gathered the hounds to track the prisoners. Gabriel snuffled and tried to guess what was going on—but his wrinkles fell down over his eyes so that he couldn't see, and of course he couldn't smell anything either.

12 Gabriel's master took the best of the bloodhounds—but not Gabriel Wrinkles. Gabriel was very unhappy. He bayed loudly and sadly. And then Gabriel Wrinkles became very angry.

13 "I'm a bloodhound, and I'm going to find something!" he said. And off he ran with his snuffly nose to the ground—helter-skelter down the hill. The wrinkles fell down over his red, watery eyes. He tripped over his long, long ears. And his tongue hung out so far he almost tripped over it, too.

14 On and on Gabriel ran, until the baying of the other bloodhounds could hardly be heard. And then it happened!

15 Gabriel ran into the worst thing a bloodhound with hay fever could run into. He smacked right into a haystack. Gabriel's eyes went redder and more watery than ever. He couldn't see a thing. His nose twitched, his throat itched, and he knew he was going to sneeze. He sat down on his hind legs and took in a deep breath so powerful that it stripped leaves from trees all around.

16 "Ah—ah—ah—ah—CHOOOO!"

17 It was the loudest sneeze ever heard. It rattled windows in the prison miles away. A cat and a dog having a fight hugged each other, they were so frightened. And the master and all the other bloodhounds, miles away, stood still in their tracks.

18 When the dust and hay and weeds had settled, Gabriel looked up, and what do you think he saw?

19 There, huddled where the haystack had been, were the two escaped prisoners!

20 Then Gabriel began baying. His beautiful bugle-like bay could be heard over the whole countryside. And with each gulp of air he took, something happened to Gabriel. He smelled the hay scattered all around. He smelled the two prisoners he had found. He smelled his master and the other bloodhounds and the policemen who were rushing up to see what made Gabriel sneeze.

21 Gabriel's great sneeze had set everything right. At last he could SMELL, like any other bloodhound.

22 Gabriel's master and all the other bloodhounds crowded around to see Gabriel Wrinkles sniffing and smelling things as any good bloodhound should do. They all beamed at him.

23 Gabriel sniffed proudly.

24 "One of you has been eating onions, I believe," he said.

How Well Did You Read?

1 (*Recall the reason.*) The dog was named Gabriel Wrinkles because
- **a** he wrinkled everything he touched
- **b** it was his father's name before him
- **c** he had many wrinkles on his face

2 (*Recall what was different.*) Gabriel was unlike his father and mother because he
- **a** couldn't sniff out a trail
- **b** couldn't bay very well
- **c** wasn't happy where he lived

3 (*Recall the reason.*) The bloodhounds were called out one night because
- **a** there was going to be a fox hunt
- **b** two prisoners had escaped from prison
- **c** they needed tracking practice

4 (*Recall the order.*) Which of these things did Gabriel do *first?*
- **a** Tripped over his ears
- **b** Ran into a haystack
- **c** Sneezed very loudly

5 (*Recall the result.*) Because of Gabriel's huge sneeze,
- **a** the prisoners were found
- **b** Gabriel gained a sense of smell
- **c** Both *a* and *b*

Learn about Words

A Often you can find out the meaning of a word from the way it is used in a story. The other words in the story help you.

Directions: Look at the numbered paragraph in the story. Find the word that best fits each meaning below. Write the word.

1 sweet, juicy melon (2)
2 make a long, deep, howling noise (4)
3 ran away; got away (8)
4 collected; brought together (11)
5 breathed noisily through his nose (11)
6 made quick, jerky movements (15)
7 smiled; looked brightly (22)

B Many words have more than one meaning. The way a word is used tells you which meaning the writer had in mind.

Directions: Look at each word in heavy type below. Look back at the numbered paragraph in the story. Which meaning does the word have there? Write **a** or **b**.

8 wrinkles (2)
- **a** folds of loose skin
- **b** rumpled places, as in paper or cloth

9 stuffy (3)
- **a** stopped up
- **b** needing fresh air

10 bold (8)
- **a** fearless; unafraid
- **b** clear; striking and sharp

C

softly = soft + ly
softness = soft + ness

When the letters *ly* and *ness* are added at the end of a word, they are suffixes. A suffix is a group of letters added at the end of a word to change the word's meaning. If the word ends in *y,* the *y* usually changes to *i* when these suffixes are added.

happy + ly = happily
happy + ness = happiness

Learning to recognize suffixes makes you able to read many new words.

Directions: Choose the word that makes sense in the sentence. Write it.

11 (**Sleepily**, **Sleepiness**) made Laura's eyes feel heavy.
12 Sally (**willingly**, **willingness**) offered to go to the store.
13 Don treated the lost dog with great (**kindly**, **kindness**).
14 The wind blew (**steadily**, **steadiness**) from the north.
15 Please come as (**quickly**, **quickness**) as you can.

D

by	too
buy	two

These pairs of words are homophones. They sound alike, but they have different meanings. "By the car" means "next to the car." "Buy the car" means "get the car by paying for it."

Directions: Choose the word that makes sense in the sentence. Write it.

16 Do you like to (**write**, **right**) letters?
17 (**Its**, **It's**) getting cold.
18 Don't (**waste**, **waist**) that food.
19 Jim (**threw**, **through**) the ball to Bob.
20 (**They're**, **Their**) the ones I like.

E

The class will **present** a play.
Jane isn't here at **present**.

The two words in heavy type are called homographs. They are spelled alike, but they have different meanings. Sometimes homographs are pronounced alike; sometimes they are pronounced differently.

Directions: If the word in heavy type means the same thing in both sentences, write "same." If it is used with two different meanings, write "not same."

21 That bag is as heavy as **lead**.
Bill will **lead** his dog home.
22 John has a new **record** player.
The **record** is on the shelf.
23 The principal will **address** us.
What is your friend's **address**?
24 The soldier got his **wound** in battle.
A scratch isn't much of a **wound**.
25 He threw **rocks** at us.
The mother **rocks** the baby.

Use Your Imagination

Pretend you are a bloodhound and there are two escaped prisoners loose in your town. You have been told to find them. What will you do? Where will you start looking? Can you tell a story about it?

Lions in the House

by William Bridges

1 Someone once asked the animal doctor at the Bronx Zoo in New York if he could tell in a few words some differences between an animal doctor and the kind of doctor who treats people.

2 The doctor thought for a while. Then he said that the two kinds of doctor do much the same work. But their patients are very different. And that makes their lives a lot different.

3 "For example, doctors who take care of people don't take their patients home with them at

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night," he said. "And they don't keep them in a box in the kitchen. I've done that with some of my patients."

4 The doctor was thinking of two baby lions that were born at the zoo. They needed special care because their mother wouldn't take care of them.

5 Sometimes zoo lionesses are not very good mothers. They get nervous and cannot care for their babies. The noise made by the zoo visitors seems to bother them.

6 When Jennie the lioness had her first cubs, she was so upset that she didn't even want to be in the same cage with her babies. So if the cubs were going to be kept warm and fed regularly, the doctor was going to have to do it.

7 Feeding the little lions was simple enough. The doctor spread a soft towel on a table in his office and placed the cubs on it. Then he offered them each a bottle of warm milk. They seized the rubber nipples and began drinking with very little coaxing. It was almost too easy. The only trouble was that the babies would have to be fed every three hours during the night. And that meant the doctor would have to take them home with him. He was worried about what his wife would think if he brought home a couple of lions—even baby ones.

8 But he needn't have worried. The cubs wouldn't have frightened anyone. They weighed just three pounds each. Their eyes were tightly closed. And they were simply helpless little balls of fur. The doctor's wife liked them so much that she wanted to do the feeding that night. And the next morning, when the doctor started to take them back to the zoo, she begged him to let her keep them for a few days. So the doctor made two little beds for them. He took cardboard boxes and lined them with blankets, and he put the boxes in the kitchen.

9 It worked out very well. The doctor's wife had never taken care of lion cubs before. But she had helped her Irish terrier Gussie to raise a litter of pups. She thought that two lion cubs couldn't possibly be any more trouble than Irish terrier puppies. And they weren't, really. They had to be fed every three hours. But the rest of the time they slept or played gently with each other.

10 When the cubs were two months old, the director at the zoo began asking the doctor when he was going to bring them back. He wanted to put them on show.

11 "Oh, I'll bring them back one of these days," the doctor would say. "But first they have to learn how to take care of themselves better."

12 The fact was that the doctor's wife was having so much fun with the cubs that she didn't want him to take them back to the zoo.

13 But one afternoon one of her friends dropped in for a surprise visit. Usually, when she knew visitors were coming, the doctor's wife locked the cubs in one of the bedrooms. She had to do this because of a game they liked to play. They liked to jump out from behind a chair or a door and chew on people's ankles.

14 This afternoon, though, the cubs happened to be right behind the front door when the friend opened it. They jumped for her feet, and each one grabbed an ankle. They didn't really hurt the woman. But they did tear her stockings. And they nearly scared the wits out of her.

15 So the next morning the lion cubs were brought back to the zoo.

16 As the zoo doctor could have said: "The difference between a zoo doctor and the other kind is that sometimes the zoo doctor's patients bite people on the ankle!"

How Well Did You Read?

1 (*Recall the details.*) The cubs were from the
- **a** Brookfield Zoo in Illinois
- **b** Bronx Zoo in New York
- **c** Los Angeles Zoo in California

2 (*Recall the reason.*) The doctor took the lion cubs home because
- **a** their mother wouldn't take care of them
- **b** they had to be fed every three hours
- **c** Both *a* and *b*

3 (*Recall the order.*) When the doctor took the cubs home, what happened *first?*
- **a** He made beds for the cubs.
- **b** His wife wanted to do the feeding.
- **c** He left the cubs at home.

4 (*Recall the details.*) The doctor's wife didn't want him to take the cubs back because
- **a** she was having fun with them
- **b** visitors liked to see them
- **c** they wouldn't get enough food

5 (*Recall the reason.*) The doctor took the cubs back to the zoo because they
- **a** scared his wife's friend
- **b** weren't happy at his house
- **c** grew too big to handle

Learn about Words

A Often you can find out the meaning of a word from the way it is used in a story. The other words in the story help you.

Directions: Look at the numbered paragraph in the story. Find the word that best fits each meaning below. Write the word.

1 tries to cure; takes care of (1)
2 extra; unusual; more than normal (4)
3 uneasy; restless; upset (5)
4 annoy; trouble; worry (5)
5 at the same time every day (6)
6 easy; not difficult; not hard to do (7)
7 took hold of; suddenly seized (14)

B Many words have more than one meaning. The way a word is used tells you which meaning the writer had in mind.

Directions: Look at each word in heavy type below. Look back at the numbered paragraph in the story. Which meaning does the word have there? Write **a** or **b**.

8 upset (6)
- **a** tipped over; overturned
- **b** disturbed; nervous; worried

9 lined (8)
- **a** covered the insides of
- **b** marked with lines

10 litter (9)
- **a** group of newly born creatures; babies born at one time to an animal mother
- **b** mess; scattered bits; rubbish

C

repaint = re + paint
unusual = un + usual

When the letters *re* and *un* are added at the beginning of a word, they are prefixes.

painted = paint + ed
painting = paint + ing
usually = usual + ly

When the letters *ed, ing,* and *ly* are added at the end of a word, they are suffixes. Sometimes both a suffix and a prefix are added to a word:

repainted = re + paint + ed
repainting = re + paint + ing
unusually = un + usual + ly

When a suffix and prefix are added to a word, they make a new word.

Directions: Rewrite the words below so that they are divided into the prefix, the word, and the suffix. Example: You read *unusually.* You write *un + usual + ly.*

11 replayed
12 unharvested
13 unfairly
14 unfinished
15 recounting

D

silent	yell
quiet	shout

Silent means the same thing as *quiet. Yell* means the same thing as *shout.* Words with the same meaning are synonyms. *Silent* is a synonym for *quiet. Yell* is a synonym for *shout.*

Directions:

calm weak remain loud own

From these words, choose the synonym for each word in heavy type below. Write the synonym.

16 Let's **stay** here for an hour.
17 It was a **peaceful** summer afternoon.
18 Don't be so **noisy**.
19 That old man is **feeble**.
20 Do they **possess** all that land?

E

short	lost
long	found

Short is the opposite of *long. Lost* is the opposite of *found.* Words with opposite meanings are antonyms. *Short* is an antonym of *long. Lost* is an antonym of *found.*

Directions:

old dry weak happy brave

From these words, choose the antonym for each word in heavy type below. Write the antonym.

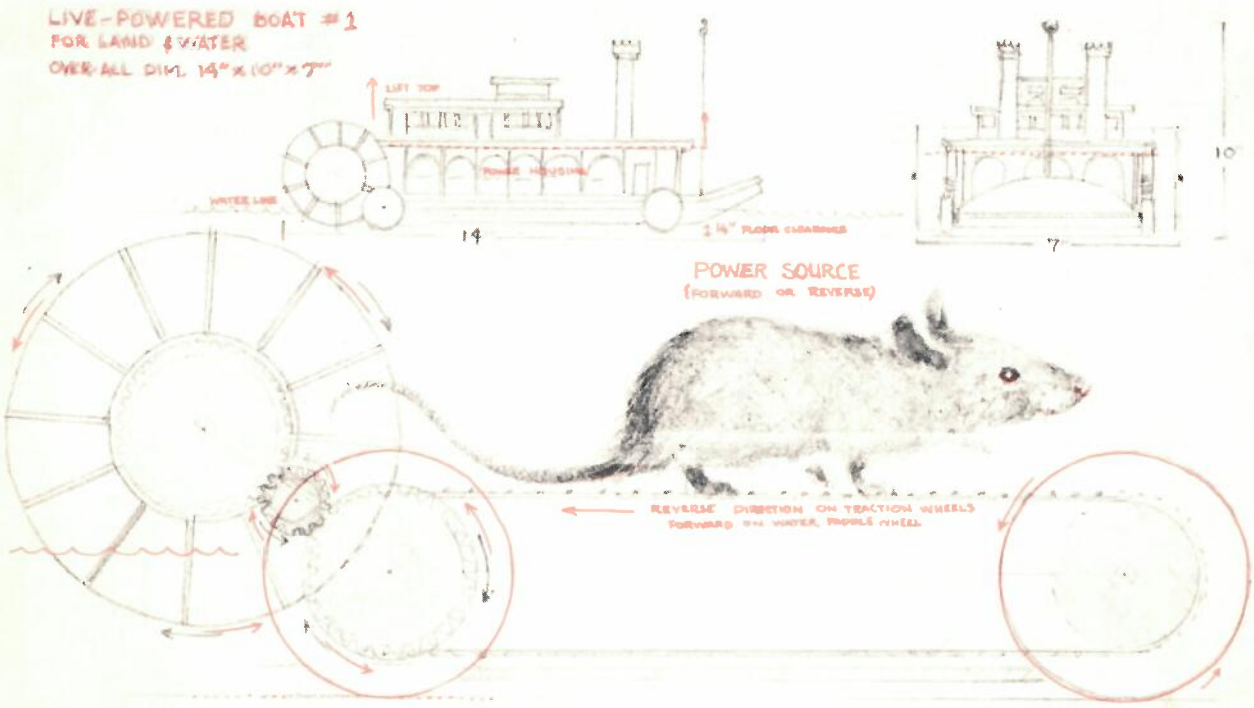
21 Is the road **wet**?
22 Why is Jane so **sad**?
23 That dog is **cowardly**.
24 This **young** tree is tall.
25 The bridge is **strong**.

Use Your Imagination

Did you like the ending of this story? Suppose the doctor had decided to keep the cubs. What would have happened when he went out walking with two full-grown lions? Can you make up a story about it?

The Rat-Powered Boat

by Clara Baldwin


LIVE-POWERED BOAT #1
FOR LAND & WATER
OVER ALL DIM. 14" x 10" x 7"
POWER SOURCE
(FORWARD OR REVERSE)
REVERSE DIRECTION ON TRACTION WHEELS
FORWARD ON WATER PADDLE WHEEL

1 It was a cold day in St. Louis, Missouri. The river wind chilled a frail, slender boy who hurried along the street. He carried a heavy basket of apples. In spite of the cold weather, he was selling apples. He would try to stay outside until every one was sold. He wanted to help his family.

2 Only a few days earlier, James Eads, his mother, and his two sisters had arrived in the city. They had nothing. All their possessions had been lost in a fire on a steamboat. Now James wanted to do his part.

Adapted from "It Took a Rat" by Clara Baldwin in *Five/Six*, June 1968. Copyright © 1968 by Graded Press.

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3 James would have preferred being at home, working at other things. Inventing things was what he liked best. Since he loved the river, he liked to make model boats and steam engines.

4 He bent his head against the wind and hurried along as quickly as he could. He wanted to sell his apples and get back home. He cut through an alley behind a run-down hotel. Suddenly he stopped. A large rat scampered from the shadows of a shed and slithered into a crack under a stable. The long, slim tail was the last to disappear.

5 James chuckled. That rat had given him the idea for an amusing invention. Now, more than ever, he wanted to sell those apples quickly.

6 That evening, at home, James started building his new invention. Since he didn't have much spare time, it took him several days to finish the project. What was it? A boat. Now all he needed was the power to make it run.

7 Next morning, James carried a box with a spring door along with his apples. It was a trap to capture a rat. As James set the trap near the crack under the stable, he laughed softly to himself. "Now, Mr. Rat!"

8 When he returned that night, he found a rat with a long, slender tail. He took the trap home and hurried through supper. He had caught the power for his boat, and now he wanted to see how it would work.

9 He left the dinner table and rushed out to the woodshed, where he had left the trap. Using a piece of bacon as bait, he lured the rat from the trap into the new boat. Then he allowed the rat to have the bacon.

10 When the rat had finished eating, it wanted to escape. But it was penned in. Its feet scrambled across the bottom of the boat, and their movement caused a treadmill to operate. As the treadmill moved, it turned wheels under the boat. And the boat began to move as well.

11 James shouted happily. "It works! It works!"

12 He ran from the woodshed to the house with his boat. "Look!" he called to his mother and sisters. He set his invention on the floor.

13 "Another boat," his younger sister murmured.

14 His mother smiled and shook her head.

15 "This one is different," James told her. "Just you watch."

16 The boat moved quickly across the room. It zigzagged here and there. It bumped against a wall. Then it turned and moved back into the room.

17 "Wonderful," his sisters said.

18 Some visitors were there too. "Your son is a marvel!" said one of them.

19 "It's amazing," his mother said. "What makes it go?"

20 "Oh," James said, "that's really simple." He picked up his boat and took it over to show his mother and sisters. He lifted the lid of the boat. "This is what makes it go."

21 His sisters screamed. His mother gasped in horror. The visitors backed away. After a moment or so, James's mother sighed. "James," she said weakly, "please take your new invention out of here."

22 James obeyed. He took his boat out of the house and turned the rat loose. But already he was planning. The next boat he built would use steam for its power—not rats.

23 Although he could not know it then, James would build many other things—and bigger things as well. When he was grown, he would build a great bridge across the Mississippi River. One pier of this bridge would be at the spot where his family had escaped from the burning steamboat. James Eads began with toy boats. But he grew up to be a great engineer.

How Well Did You Read?

1 (*Recall the details.*) James Eads and his family lived in
- **a** Charleston, South Carolina
- **b** Nashville, Tennessee
- **c** St. Louis, Missouri

2 (*Recall the reason.*) They had nothing when they came because
- **a** everything was burned in a steamboat fire
- **b** they left everything behind them
- **c** they had nothing to begin with

3 (*Recall the order.*) After James saw the rat, what did he do *first*?
- **a** He laid a trap for the rat.
- **b** He started working on his invention.
- **c** He showed his mother his boat.

4 (*Recall the details.*) How did James get the rat to go into the new boat?
- **a** He lured him with bacon as bait.
- **b** He chased the rat into the boat.
- **c** He set a trap with apples as bait.

5 (*Read between the lines.*) When the writer says James began with toy boats and grew up to be a great engineer, he means that
- **a** inventors like to play with toys
- **b** toy boats are built before big bridges
- **c** one's lifework can begin in childhood

Learn about Words

A Often you can find out the meaning of a word from the way it is used in a story. The other words in the story help you.

Directions: Look at the numbered paragraph in the story. Find the word that best fits each meaning below. Write the word.

1 weak; not very strong (1)
2 belongings; things owned (2)
3 ran quickly (4)
4 slid; slipped; moved smoothly (4)
5 laughed quietly (5)
6 job; task; piece of work (6)
7 drew; coaxed; attracted (9)

B Many words have more than one meaning. The way a word is used tells you which meaning the writer had in mind.

Directions: Look at each word in heavy type below. Look back at the numbered paragraph in the story. Which meaning does the word have there? Write **a** or **b**.

8 run-down (4)
- **a** tired; ill; not well; in poor health
- **b** shabby; falling to pieces; in need of repair

9 spare (6)
- **a** extra; free; not taken up by other things
- **b** thin; lean; not fat at all

10 works (11)
- **a** shapes or forms something
- **b** runs; operates; does what it should do

C

I saw the *blark.*
The *blark* was interesting.

The word *blark* is not a real word, but you know that it is the name of something. A word that's the name of something—a person, place, thing, or idea—is a noun. To find out whether or not a word is a noun, try it in place of *blark* in one of the sentences above. If the sentence makes sense, the word is a noun.

Directions: Look at the word in heavy type in each of the following sentences. If it is a noun, write "noun." If it is not a noun, write "not noun." If you are not sure, try it in each of the sentences above. Then write your answer.

11 Did you **hear** the bell ring?
12 I saw a **lion** in its cage.
13 We had **fish** for lunch.
14 **Please** mail that letter to Dick.
15 A **camel** is a funny animal.

D

The fack is green.
I want *that* fack.

Even if you do not know a word's meaning, you can often tell whether it is a noun. Noun markers like *the* and *that* help you. When you see these words, you know that the next word in a sentence will probably be a noun. Some other noun markers are *a, an,* and *this.*

Directions: Find a noun marker in each sentence. Write the noun marker and the noun that follows it.

16 Show me the trains, please.
17 That dog is friendly.
18 Do you want an apple?
19 Who owns this book?
20 Tomorrow is a holiday.

E

Tom climbs like a monkey.

This sentence helps you understand how well Tom climbs. The phrase "climbs like a monkey" is a figure of speech. A monkey is a good climber. If Tom climbs like a monkey, he must climb very well.

Directions: Choose the word that best completes the unfinished sentence. Write it.

21 Kittens are playful. Horses work hard. Mac works hard. Mac works like a ____.
22 Ice is cold. Fire is hot. Sam's hands are cold. Sam's hands are like ____.
23 Marbles are round. Glass is shiny. Jill's eyes are round. Jill's eyes are like ____.
24 Bears are grouchy. Cats are curious. Dick was grouchy. Dick was like a ____.
25 Birds fly well. Fish swim well. Kathy swims well. Kathy swims like a ____.

Use Your Imagination

James Eads became a great engineer, but he started when he was very young by inventing little things. Think of something you would like to invent. Tell about it.

Men of Different Colors

(an East African folktale)
by Eleanor B. Heady

1 There was great excitement in the village. A stranger had stopped that day. He drew pictures. They were mostly pictures of animals, but some were of people and the village. This was strange, but the strangest thing of all was the man himself. He was a different color. Kambo said he was a very light pink. But Karioki and Gachui said he was nearer the color of cream. His hair was different too. It stuck up like straw, straight and spiky. It was nearly the color of straw too.

2 "Let's ask grandmother about him," said Wakai. "She knows everything."

3 When the grandmother joined them, the children asked, "Why is he so different?"

4 "He was made that way, just as you were made as you are," answered the grandmother.

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"Did you know that people like Hamed, the Indian, are different too?"

5 None of the children had been to the shop of Hamed. "No. Is he pink, too?" asked Kambo.

6 "He's not pink nor is he black. He is a brown man. My story tells about him, too."

7 "Tell us, please," said the children.

8 "The great god Mungu lived in a white ice palace on the top of the high mountain, Kitingara. He was lonely. *I must make a friend to live with me and to help with the thunder and lightning,* he thought. So the lonely god set off downhill to look for some clay.

9 "In a little open place among some trees, he found a spring of bubbling water. On either side of this stream there was clay of a beautiful shiny blackness.

10 "'Just the thing for my man,' said Mungu. For many hours he toiled. When at last he had finished, he arose and clapped his hands, and the man he had shaped came to life.

11 "Mungu said, 'You shall be my helper and live with me in my white palace. I will call you Mutunyeusi, the black man.'

12 "For many weeks Mungu and Mutunyeusi lived in the ice palace. The man was cold at the top of the mountain. He begged Mungu to let him go down to the little streams and green valleys. 'I can care for the land below while you, oh master, guard the heavens.'

13 "Mungu granted the wish of Mutunyeusi. But the black man became lonely in the valley by himself and returned to the top of Kitingara. 'Please, oh great Mungu,' he said, 'make another man for my companion, so that I shall not be lonely.'

14 "'That is easily done, and quickly, too,' replied Mungu.

15 "They set off for the stream. When they arrived, Mutunyeusi helped his master make not one, but two more men.

16 "The great mountain god gazed into the distance, thinking. These three men were just alike. How could he tell them apart? He thought and thought, trying to discover some way to make his men different.

17 "One day when Mungu was out walking, he came upon a little pool of pure white water. When he saw this water, he thought of a plan. He called his three black men and said to them, 'I want each of you in turn to wash in this pool. Something wonderful will happen if you do.'

18 "The youngest brother went into the pool, the white liquid covering him completely. When he came out he had lost his black color and was a pinkish white.

19 "The next brother went into the shallow pool. There wasn't much water left, so when he came out he was a light brown. At last came the turn of Mutunyeusi, but there was so little of the water left that all he could wet was the palms of his hands and the soles of his feet, which turned a lighter color.

20 "Mungu was very pleased. 'Now I shall always know my children apart,' he said. 'Mutunyeusi, you and your family shall remain black and shall live in the plains and forests surrounding my mountain.' Then, turning to the one who had bathed first, Mungu said, 'You shall be known as Muzungu, the white man, and to you and your children I give all the lands to the north.' And to the second brother he said, 'You will be the father of the brown people, Muhindi, and to you I give all the lands to the east.'"

21 And that was grandmother's tale of why there are brown people, black people, and white people.

How Well Did You Read?

1 (*Recall the reason.*) The people of the village were excited about the man because he
- **a** drew pictures
- **b** was a different color
- **c** Both *a* and *b*

2 (*Recall the details.*) The story of why men are of different colors was told by the
- **a** father
- **b** grandmother
- **c** grandfather

3 (*Recall the reason.*) Mungu decided to make man because Mungu
- **a** wanted a friend to live with him
- **b** needed help with thunder and lightning
- **c** Both *a* and *b*

4 (*Recall the order.*) Which one of these things did Mungu do *second*?
- **a** Let Mutunyeusi go to the valley
- **b** Created two companions for Mutunyeusi
- **c** Told the brothers to wash in a pool

5 (*Recall the reason.*) Mungu had the brothers take a dip in the pool because he
- **a** had created them the same color
- **b** could not tell them apart
- **c** Both *a* and *b*

Learn about Words

A Often you can find out the meaning of a word from the way it is used in a story. The other words in the story help you.

Directions: Look at the numbered paragraph in the story. Find the word that best fits each meaning below. Write the word.

1 in sharp points; like nails or spikes (1)
2 met with; came into the company of (3)
3 agreed to and fulfilled; carried out (13)
4 friend; comrade (13)
5 stared; looked intently and steadily (16)
6 bottoms; underparts of the feet (19)
7 enclosing; going all the way around (20)

B Many words have more than one meaning. The way a word is used tells you which meaning the writer had in mind.

Directions: Look at each word in heavy type below. Look back at the numbered paragraph in the story. Which meaning does the word have there? Write **a** or **b**.

8 straw (1)
- **a** dry stems of oats, wheat, or other grass
- **b** thin paper tube used for drinking

9 begged (12)
- **a** asked for food, clothes, or money; was a beggar
- **b** pleaded with; asked earnestly or with deep feeling

10 palms (19)
- **a** insides of the hands
- **b** branchless trees that grow in warm climates

C

softly = soft + ly
softness = soft + ness

When the letters *ly* and *ness* are added at the end of a word, they are suffixes. A suffix is a group of letters added at the end of a word to change the word's meaning. If the word ends in *y,* the *y* usually changes to *i* when these suffixes are added.

happy + ly = happily
happy + ness = happiness

Learning to recognize suffixes makes you able to read many new words.

Directions: Choose the word that makes sense in the sentence. Write it.

11 The doorbell rang (**loudly, loudness**).
12 The (**darkly, darkness**) of the cellar frightened the boys.
13 The (**roughly, roughness**) of the rocks made them hard to climb.
14 The kitten mewed (**weakly, weakness**).
15 The old man walked (**slowly, slowness**) down the road.

D

by	too
buy	two

These pairs of words are homophones. They sound alike, but they have different meanings. "By the car" means "next to the car." "Buy the car" means "get the car by paying for it."

Directions: Choose the word that makes sense in the sentence. Write it.

16 Jim has a (**pair, pear**) of gloves.
17 Is that (**their, they're**) dog?
18 (**Here, Hear**) is my pet cat.
19 Nan (**blue, blew**) the horn.
20 Do you (**know, no**) that boy?

E

The class will **present** a play.
Jane isn't here at **present.**

The two words in heavy type are homographs. They are spelled alike, but they have different meanings. Sometimes homographs are pronounced alike, sometimes they are pronounced differently.

Directions: If the word in heavy type means the same thing in both sentences, write "same." If it is used with two different meanings, write "not same."

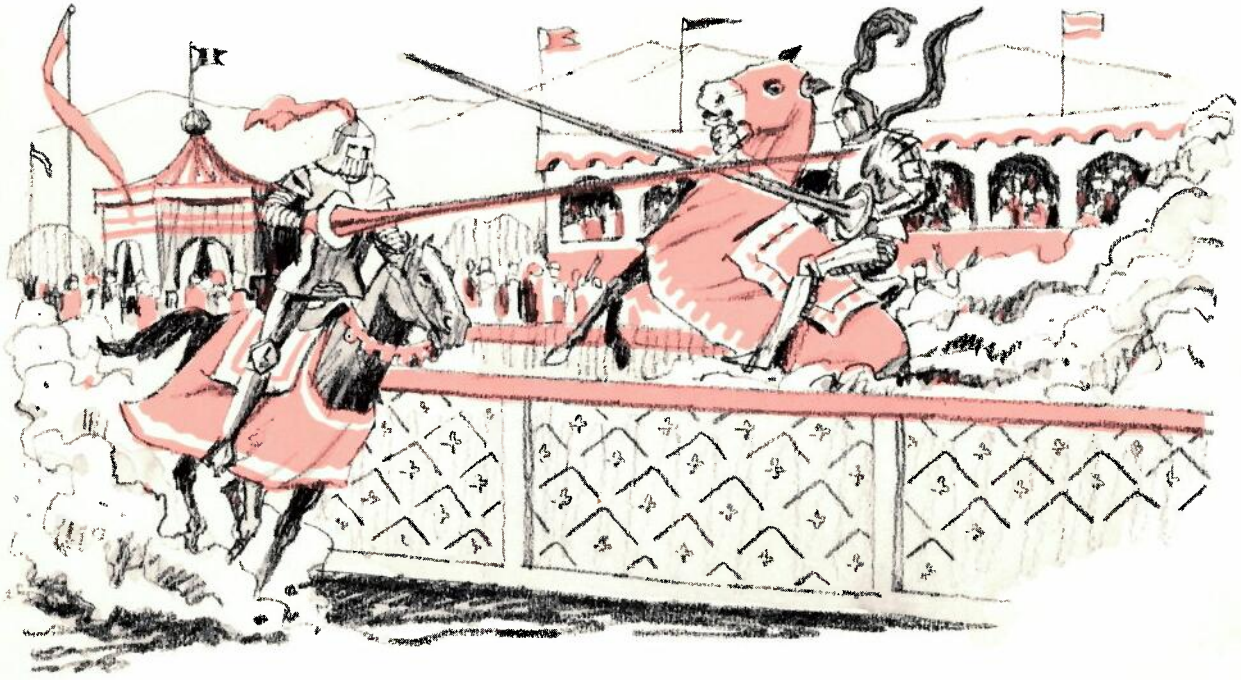
21 **Wind** up the toy car.
The **wind** is very cold.
22 The cat has a bad **wound.**
You **wound** up the clock.
23 Be careful or you will **trip.**
How long does the plane **trip** take?
24 **Can** you come with us?
Put the junk in the **can.**
25 The guide will **lead** us home.
Mr. John is going to **lead** the singing.

Use Your Imagination

This is one person's story of how men became different in color. What do you think about it? Can you tell a story of how *you* think men became different in color?

The Lord Champion

by Dorothy Heiderstadt



1 The little Spanish boy, Rodrigo Díaz, stood beside his godfather, watching the colts being driven around the paddock.

2 "There they are. Choose one for your own," his godfather said.

3 Rodrigo drew a deep breath. Such fine colts! Each one would grow up into a strong war horse. And he was going to need a war horse. For one day he'd be a warrior like his father.

4 Perhaps he'd take that sleek chestnut. Or the spirited black one? But there were so many colts! Which should he choose?

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5 Suddenly he saw *the* one—a clumsy white colt. The horse tried to show off, but kept stumbling over his own feet. Over and over he tossed his head and tried to prance. There was something stubborn and lovable about him.

6 "There!" Rodrigo cried. "I choose the white one—the one who trips over his own feet but will not give up trying."

7 "You are a *babieca*—a nitwit!" his godfather said scornfully. "Why, he is the worst of the lot. He will never amount to anything."

8 "Yes, he will," said Rodrigo. "He has fire and spirit. And I will call him Babieca, godfather. You yourself have named him. Give me Babieca or none at all!"

9 "Very well, then—he is yours," his godfather said. Shaking his head doubtfully, he ordered the other colts returned to the stables.

10 A groom placed the end of Babieca's halter in the boy's hand. "Babieca," Rodrigo said. The colt pricked up his ears and gazed into the eyes of his new master. Rodrigo moved closer and laid his arm across the colt's neck. "My beautiful Babieca," he whispered. "We shall be warriors together. Friends and comrades, too."

11 The little boy grew up to be the greatest warrior in Spain. And the colt grew up to be almost as famous as his master.

12 "There goes Rodrigo Díaz, the Cid Campeador!" people cried when they saw the warrior ride forth to a tournament or to battle. "And that is his great war horse Babieca!"

13 *Cid* is a Moorish word meaning lord. *Campeador* is a Spanish word meaning champion. When he was still a young man Rodrigo earned both names fairly.

14 He lived in a rough age, when fighting was the chief occupation in Spain. The Spaniards were always at war with the Moors, who had come over from Africa to try to conquer Spain.

15 Before Rodrigo was old enough to become a knight, his own king, Fernando of Castile, had a quarrel with another king. The kings decided to settle the quarrel by sending two knights to fight each other. The enemy king chose a famous knight.

16 Fernando thought the matter over carefully. "I will send young Rodrigo Díaz to fight for me," he declared. "His father was a great warrior, and I have heard many tales of the skill and courage of Rodrigo."

17 So Rodrigo rode forth to do battle for his king. They made a splendid picture—the tall man in bright armor astride the powerful white horse.

18 Rodrigo leaned forward and laid his hand on Babieca's neck. "Courage, my Babieca. Let us prove ourselves today."

19 Babieca pricked up his ears and tossed his head. It was as though he were saying, "I am with you!"

20 The enemy knight was experienced. He rushed at Rodrigo, expecting to unseat him. But Babieca danced quickly aside. And as the knight thundered past on his horse, Rodrigo knocked him down.

21 "Stand aside, my Babieca!" Rodrigo ordered quickly, getting down from his saddle. "This will be finished very soon."

22 Rodrigo subdued the famous knight. And soon all Spain knew the story. From that day on, Rodrigo Díaz was known as El Campeador, the Champion, and his skill and fame as a warrior grew as time passed.

23 Rodrigo and Babieca went into many battles against the Moors. They never lost. Just the sight of the tall man on the big white horse struck terror into the hearts of the Moors. Often they flung down their weapons and fled. The Moors called Rodrigo Díaz the Cid—or Lord—because they could not defeat him.

24 Stories about the famous Cid Campeador and his great war horse Babieca spread over the world. Many poems and ballads were written about their adventures. For many centuries he has been the hero of Spanish children—the Cid Campeador, the greatest warrior of Spain.

How Well Did You Read?

1 (*Recall the reason.*) Rodrigo wanted the white colt because he thought the colt
- **a** had fire and spirit
- **b** was handsome and graceful
- **c** looked better than the other horses

2 (*Recall the details.*) The name *Cid Campeador* means
- **a** great lord
- **b** lord champion
- **c** your lordship

3 (*Recall the reason.*) The Moors had come to Spain because they
- **a** were told to leave Africa
- **b** had been invited by Spain
- **c** were trying to conquer Spain

4 (*Recall the result.*) Because King Fernando had heard of Rodrigo's skill and courage, Rodrigo was
- **a** made a great warrior
- **b** sent to fight an enemy knight
- **c** able to choose Babieca for his horse

5 (*Tell how the writer feels.*) The writer of this story probably
- **a** admires Rodrigo Díaz
- **b** thinks Rodrigo was a great warrior
- **c** Both *a* and *b*

Learn about Words

A Often you can find out the meaning of a word from the way it is used in a story. The other words in the story help you.

Directions: Look at the numbered paragraph in the story. Find the word that best fits each meaning below. Write the word.

1 small field near the stable (1)
2 fighting man; armed man who fights in wars (3)
3 rope for leading or tying animals (10)
4 contest between armed knights on horseback (12)
5 business; work (14)
6 overpowered; conquered (22)
7 songs that tell stories (24)

B Many words have more than one meaning. The way a word is used tells you which meaning the writer had in mind.

Directions: Look at each word in heavy type below. Look back at the numbered paragraph in the story. Which meaning does the word have there? Write **a** or **b**.

8 **trips** (6)
- **a** stumbles; loses footing
- **b** takes light, quick steps

9 **ordered** (9)
- **a** asked for; requested
- **b** instructed; commanded

10 **rough** (14)
- **a** violent; not peaceful; difficult
- **b** not smooth; bumpy

C

repaint = re + paint
unusual = un + usual

When the letters *re* and *un* are added at the beginning of a word, they are prefixes.

painted = paint + ed
painting = paint + ing
usually = usual + ly

When the letters *ed, ing,* and *ly* are added at the end of a word, they are suffixes. Sometimes both a suffix and a prefix are added to a word:

repainted = re + paint + ed
repainting = re + paint + ing
unusually = un + usual + ly

When a suffix and prefix are added to a word, they make a new word.

Directions: Rewrite the words below so that they are divided into the prefix, the word, and the suffix. Example: You read *unusually.* You write *un + usual + ly.*

11 recalling
12 repaying
13 undefeated
14 unsafely
15 uncooked

D

silent	yell
quiet	shout

Silent means the same thing as *quiet. Yell* means the same thing as *shout.* Words with the same meaning are synonyms. *Silent* is a synonym for *quiet. Yell* is a synonym for *shout.*

Directions:

huge hit frighten talk coarse

From these words, choose the synonym for each word in heavy type below. Write the synonym.

16 Do ghost stories **scare** you?
17 The **enormous** house was on a hill.
18 Did the ball **strike** the house?
19 The coat was made of **rough** cloth.
20 He is going to **speak** to us.

E

short	lost
long	found

Short is the opposite of *long. Lost* is the opposite of *found.* Words with opposite meanings are antonyms. *Short* is an antonym of *long. Lost* is an antonym of *found.*

Directions:

big short wild night ill

From these words, choose the antonym for each word in heavy type below. Write the antonym.

21 This dog is very **little**.
22 We are going to take the **day** train.
23 That jungle animal is **tame**.
24 Bill feels **healthy** all the time.
25 Most of the players were **tall**.

Use Your Imagination

Suppose you were El Cid's helper and you rode with him everywhere. What would you see? Can you tell a story about one of your adventures with El Cid Campeador?

Our Storks

by G. A. Skrebitski

1 The author, who was born in Russia, learned to understand and love nature as a small boy. This is a true story of what took place in a small Russian village where he and his family lived one year.

2 Not far from our house there was an old tree. Early in the spring a white stork flew up and perched in the tree. The big bird spent some time inspecting it; then it flew away.

3 The next morning there were two storks in

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the tree—a male and a female—busily building a nest on a thick bough.

4 When the nest was ready, the female laid three eggs and began sitting on them. The male spent his time flying to the marsh nearby for food or standing near the bough with one leg tucked up under him. He could stand on one leg for a long time, and he even slept that way.

5 After the baby storks hatched, the parents were busy all day long. The grownup storks took turns flying to the marsh to bring back frogs, little fish, and lizards for the babies. While one stork flew away to the marsh, the other guarded the nest. When it saw its mate returning, the stork that was guarding the babies tilted its head back and clapped its beak loudly. Like most storks, it had no voice. It greeted its mate by clicking its beak rapidly.

6 The stork that had returned fed the babies. Then it sat down by the nest while its mate flew off to the marsh for more food.

7 The babies were growing, and so were their appetites. Soon both parents began to fly together to bring food to their young.

8 Then one day one of the stork parents disappeared. We never learned what happened to it. The lone grownup stork had to work from morning to night to feed its babies. They were getting very large and demanded more food. We felt sorry for the poor grownup stork, but we didn't know how to help it.

9 One day a friend and I went fishing. On the way home we saw the baby storks stretching their heads out of the nest and opening their beaks. Since the big stork was not around, we decided to try feeding the babies some fish.

10 When we climbed the tree, the baby storks got so excited they almost fell out of the nest. Then one of them saw a little fish in my hand. The baby bird stretched toward the fish, grabbed it with its beak, and swallowed it. Before long all three had gobbled up the fish.

11 We were climbing down the tree when the parent stork returned. It flew quickly to the nest and looked it over. After checking, it seemed to be satisfied that everything was all right.

12 After that, we fed the baby storks every day. The grownup stork seemed to understand that it was not needed. It spent less and less time bringing food to its babies. It would fly off to wander in the marsh; then it would return to doze on the tree.

13 Before long the young storks began to fly out of the nest. Whenever we appeared outdoors they flew down from the nest toward us demanding food.

14 One morning the young storks went with us to the marsh. They began catching frogs and soon forgot about us. From then on they flew to the marsh every morning to hunt for food.

15 As summer ended, all the storks began gathering in flocks, preparing to fly away. Our storks stopped spending every night in the tree. We decided that they had joined some flock, and we forgot about them.

16 One day, as we were returning from a fishing trip, we noticed a flock of storks in the meadow. Suddenly three storks separated themselves from the flock. When they started coming toward us, we realized that they were our storks.

17 We held up some fish and those big birds ran up to us, each grabbing a fish, tossing it into the air, catching it, and swallowing it. Then they tilted their heads back and rattled their beaks. After they ate their fill, they returned to the flock.

18 That was the last time we saw them, for the weather quickly turned cold and they flew south with their flock.

How Well Did You Read?

1 (*Recall the reason.*) The bird was inspecting the tree because it
- **a** was looking for a place to build a nest
- **b** liked to look at the house from there
- **c** thought it was an interesting tree

2 (*Recall the order.*) The *first* thing the female stork did after the nest was built was
- **a** stock up on food
- **b** lay three eggs
- **c** fly to the marsh

3 (*Tell how they are different.*) Most storks are different from other birds because they
- **a** cannot fly
- **b** have no voice
- **c** Both *a* and *b*

4 (*Recall the reason.*) The boys began to feed the baby storks because
- **a** one of the parent storks had disappeared
- **b** the remaining stork was having trouble feeding the babies
- **c** Both *a* and *b*

5 (*Recall the result.*) Because the boys fed the babies every day, the grownup stork
- **a** flew away and refused to bring food
- **b** spent less time bringing food to the babies
- **c** flapped its wings to show its anger

Learn about Words

A Often you can find out the meaning of a word from the way it is used in a story. The other words in the story help you.

Directions: Look at the numbered paragraph in the story. Find the word that best fits each meaning below. Write the word.

1 came to rest; sat (2)
2 examining; carefully looking at (2)
3 branch; one of the main branches (3)
4 soft, wet land; swamp (4)
5 desires for food; hungers (7)
6 called for; needed (8)
7 contented; pleased (11)

B Many words have more than one meaning. The way a word is used tells you which meaning the writer had in mind.

Directions: Look at each word in heavy type below. Look back at the numbered paragraph in the story. Which meaning does the word have there? Write **a** or **b**.

8 guarded (5)
- **a** watched over; kept safe
- **b** kept from escaping; held back

9 checking (11)
- **a** investigating; examining; testing
- **b** controlling; holding back

10 realized (16)
- **a** accomplished; made real; reached a goal
- **b** understood; knew

C

I saw the *blark.*
The *blark* was interesting.

The word *blark* is not a real word, but you know that it is the name of something. A word that's the name of something—a person, place, thing, or idea—is a noun. To find out whether or not a word is a noun, try it in place of *blark* in one of the sentences above. If the sentence makes sense, the word is a noun.

Directions: Look at the word in heavy type in each of the following sentences. If it is a noun, write "noun." If it is not a noun, write "not noun." If you are not sure, try it in each of the sentences above. Then write your answer.

11 Did Jim **see** the sailing ship?
12 The **hill** was covered with snow.
13 We **laughed** at his joke.
14 Do you like to fly a **kite**?
15 The train stopped at the **station**.

D

The fack is green.
I want *that* fack.

Even if you do not know a word's meaning, you can often tell whether it is a noun. Noun markers like *the* and *that* help you. When you see these words, you know that the next word in a sentence will probably be a noun. Some other noun markers are *a, an,* and *this.*

Directions: Find a noun marker in each sentence. Write the noun marker and the noun that follows it.

16 Bring me a pen, please.
17 This pencil isn't sharp.
18 A peach is what I want.
19 That orange isn't ripe.
20 I can fly a plane.

E

Tom climbs like a monkey.

This sentence helps you understand how well Tom climbs. The phrase "climbs like a monkey" is a figure of speech. A monkey is a good climber. If Tom climbs like a monkey, he must climb very well.

Directions: Choose the word that best completes the unfinished sentence. Write it.

21 Mud fences are ugly. Flowers are pretty. Janet is pretty. Janet is like a ____.
22 A turtle is slow. The wind is swift. Jack runs swiftly. Jack runs like the ____.
23 Butter is soft. Leather is tough. The meat is tough. The meat is like ____.
24 Diamonds sparkle. Rocks are dull. The stars sparkle. The stars are like ____.
25 Mules are stubborn. Tigers are fierce. Jerry is stubborn. Jerry is like a ____.

Use Your Imagination

The boys in this story made friends with the baby storks. What kind of pet do you think a stork would make? How would you raise it? Would you be able to play with it? Tell what you think.

Lazy Tok

by Mervin Skipper

1 Tok was born lazy. When she was a baby everyone said what a good baby she was because she never cried, but really she was too lazy to cry. And the older she grew, the lazier she became.

2 One day she was sitting by the side of the river when a palm tree on the other side of the river spoke to her.

3 "Good evening, Tok," he said. "Would you like to know how to get your meals without having to work for them?"

4 Tok was too lazy to answer, but she nodded her head.

5 "Well, come over here and I'll tell you," said the palm tree.

6 "Oh, I'm much too tired. Couldn't *you* come over here?" yawned Tok.

7 "Very well," said the palm tree, and he

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bent over the river. Then the tree shook himself, and one of his branches dropped at Tok's feet.

8 "Now," said the branch, "all you have to do is make a basket out of me. Then carry me to the edge of the road and leave me there."

9 "Oh, dear," said Tok, "what a bother! Couldn't you do all that yourself without my help?"

10 "Very well," said the branch, and it made itself into a nice, neat, fat basket. Then it went off and laid itself down by the side of the road.

11 It hadn't been there long when a fat Chinese gentleman came along.

12 "Aha!" said the Chinese. "Here's a fine basket. I'll carry my goods from market in it."

13 So he picked up the basket and went off with it. He soon had it full of rice, fruits, shrimps, and other nice things. He started off home with it, but he soon felt tired. So he put the basket under a tree and went to sleep. Then the basket jumped up and ran back to lazy Tok.

14 "Here I am," said the basket, "full to the brim. Empty me out and you'll have enough food to last you for a week."

15 "What a bother!" said lazy Tok. "Couldn't you empty yourself out?"

16 "Very well," said the basket, and it emptied itself into Tok's lap.

17 Every week after that, the basket went off and lay down by the side of the road. And each time, the basket got itself carried to the market and came back to lazy Tok full of fruit and rice and other nice things. And lazy Tok sat on the riverbank and ate and ate, until she became so fat and so lazy that she simply couldn't feed herself.

18 "Here we are, waiting to be eaten," said the fruit and the shrimps and the other nice things one day.

19 "Oh, bother," said lazy Tok. "Couldn't you feed me yourselves without giving me so much trouble?"

20 "We'll try," said the fruit and the shrimps and the other nice things. So after that they used to just drop into her mouth.

21 Lazy Tok grew fatter and FATTER, and lazier and LAZIER. One day the basket went off to lie down by the side of the road when the fat Chinese gentleman came along.

22 "Twee!" he said angrily. "There you are, you thief!"

23 Then he took the basket and filled it with ants, lizards, spiders, bees, wasps, and other creeping, biting, stinging, tickling, and itchy things. After that, he let the basket go.

24 Off ran the basket with its load of ants and beetles and lizards and wasps, straight home to lazy Tok.

25 "What have you got for me today?" asked lazy Tok.

26 "You'd better get up and look," said the basket.

27 "Oh, dear me, no!" said Tok. "I'm too tired. Just empty yourself into my lap."

28 So the basket emptied the ants and beetles and other creepy things into lazy Tok's lap.

29 Lazy Tok got up and ran and ran as she had never run in her life before. But the ants, beetles, and spiders ran after her, and the lizards crawled after her, and the wasps and bees flew after her. And they stung her and bit her and pricked her. And the harder she ran, the harder they bit her.

30 As far as I know she may still be running, and she's as thin as can be.

How Well Did You Read?

1 (*Recall the details.*) How did Tok get the basket?
- **a** A palm tree made it for her.
- **b** She found it at the side of the road.
- **c** A branch made itself into one.

2 (*Recall the order.*) The *first* thing the basket did was
- **a** go to market
- **b** lie down by the side of the road
- **c** get filled with rice and fruits

3 (*Recall the reason.*) Tok always got food because
- **a** the Chinese gentleman brought it to her
- **b** she bought it at the market
- **c** the basket brought it to her

4 (*Recall the result.*) After the basket had been feeding Tok for a while, she
- **a** grew lazier and lazier
- **b** became fatter and fatter
- **c** Both *a* and *b*

5 (*Read between the lines.*) The ants, beetles, and creepy things were sent to Tok
- **a** for her to eat
- **b** to be her pets
- **c** to teach her a lesson

Learn about Words

A Often you can find out the meaning of a word from the way it is used in a story. The other words in the story help you.

Directions: Look at the numbered paragraph in the story. Find the word that best fits each meaning below. Write the word.

1 not liking to work; sluggish (1)
2 said in a tired way; said with a yawn (6)
3 nuisance; worry; fuss; trouble (9)
4 a place to buy food (12)
5 very top; rim (14)
6 furiously; crossly (22)
7 robber (22)

B Many words have more than one meaning. The way a word is used tells you which meaning the writer had in mind.

Directions: Look at each word in heavy type below. Look back at the numbered paragraph in the story. Which meaning does the word have there? Write **a** or **b**.

8 cried (1)
- **a** sobbed; bawled; wept
- **b** called out

9 lap (16)
- **a** one turn around a racecourse
- **b** legs of a seated person

10 load (24)
- **a** amount of work a person is to do
- **b** filling; contents; burden

C

softly = soft + ly
softness = soft + ness

When the letters *ly* and *ness* are added at the end of a word, they are suffixes. A suffix is a group of letters added at the end of a word to change the word's meaning. If the word ends in *y*, the *y* usually changes to *i* when these suffixes are added.

happy + ly = happily
happy + ness = happiness

Learning to recognize suffixes makes you able to read many new words.

Directions: Choose the word that makes sense in the sentence. Write it.

11 The (**tightly, tightness**) of the shoes made Kathy's feet hurt.
12 Is this picture a good (**likely, likeness**) of Jane?
13 The trees were (**badly, badness**) damaged in the storm.
14 Barbara sliced the bread as (**thinly, thinness**) as possible.
15 The (**brightly, brightness**) of the light hurt Duncan's eyes.

D

by	too
buy	two

These pairs of words are homophones. They sound alike, but they have different meanings. "By the car" means "next to the car." "Buy the car" means "get the car by paying for it."

Directions: Choose the word that makes sense in the sentence. Write it.

16 (**Whose, Who's**) jacket is this?
17 Dan went to the (**fair, fare**).
18 I bought it at a (**sail, sale**).
19 The boys went (**to, too**) the beach.
20 My (**ant, aunt**) and uncle are here.

E

The class will **present** a play.
Jane isn't here at **present.**

The two words in heavy type are called homographs. They are spelled alike, but they have different meanings. Sometimes homographs are pronounced alike; sometimes they are pronounced differently.

Directions: If the word in heavy type means the same thing in both sentences, write "same." If it is used with two different meanings, write "not same."

21 We are going to see a **play** at school.
The boys like to **play** in the park.
22 Jill planted a **row** of beans.
Those cats are making a **row**.
23 Dan has to pay the **bill.**
Jane got a **bill** from the store.
24 Do you know how to tie a **bow**?
We had to **bow** to the prince.
25 That bird is a **dove.**
Sue **dove** into the pool.

Use Your Imagination

Beetles, lizards, and spiders chased Tok. Did they catch her? Did she get away? What happened? Make up your own story about it.

The Great Escape Artist

by Arnold L. Shapiro

1 *Harry Houdini was a master escape artist. He thrilled audiences everywhere with his daredevil feats. Once he freed himself from a straitjacket while hanging upside down from the top of a skyscraper. Another time he escaped from an underwater cell that had been locked and chained tight. But in 1906 he made a daring jump into the frozen Detroit River and almost didn't get out of it alive.*

2 Crowds of people had gathered on the Belle Isle bridge in Detroit, Michigan. Thousands of others stood along the banks of the Detroit River. They were waiting to see the great Houdini. The daring escape artist had said that he would allow himself to be handcuffed and bound in chains and leg irons. Then he would jump into the icy water and free himself in less than two minutes.

Adapted from *Childcraft—The How and Why Library.* © 1971 Field Enterprises Educational Corporation.

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Printed in the United States of America.

3 Houdini arrived at the bridge right on time. He waved to the crowd. Then he stripped to his bathing trunks and had a policeman lock the handcuffs and leg irons.

4 When the policeman had finished, Houdini bowed to the crowd. Then he plunged over the side of the bridge and vanished through a hole in the ice.

5 Under the water, Houdini twisted his hands around in the cuffs and jerked his wrists in a special way. The handcuffs opened! With his hands free, he began to work at the chains. As soon as he was free, Houdini turned to come up.

6 But something had gone wrong! There was no hole above him! There was only a wall of solid ice! The strong current had pushed him away from the hole.

7 Houdini was always prepared for an emergency. He had stationed a man on the bridge with a strong rope ready in case anything went wrong. This emergency man was becoming worried. He glanced at his watch. Houdini had been underwater for two minutes.

8 If Houdini didn't appear by the end of three minutes, the man had been instructed, he must tie the rope to the bridge, toss over the free end, and lower it into the water.

9 The emergency man looked at his watch again. Three minutes had gone by. He tried to tie the rope to the bridge. But his fingers were so numb from the cold that he fumbled with the rope. He couldn't knot it properly!

10 While the emergency man was on the bridge working with the rope, Houdini swam toward the place where he thought the hole might be. But there was still nothing above him but ice.

11 He tried to break through the ice. It was too thick. But he had to do something. His breath was nearly gone. He had to have air!

12 Then he had an idea. He let himself float just beneath the ice. He was right. Between the surface of the water and the bottom of the ice, there was a shallow air pocket. By lying on his back and pressing his nose to the ice, Houdini was able to breathe. But he knew this wouldn't help for long. The freezing water was beginning to affect him now. When his lungs were filled with air, he swam around to look for the hole again.

13 He couldn't find it.

14 The crowd watched silently as the emergency man tied the rope to the bridge. Thousands of eyes stared at the spot where Houdini had vanished.

15 As the emergency man scrambled down the rope toward the ice, the crowd shouted, "Hurry, hurry!"

16 He lowered the rope into the water.

17 Underwater, Houdini tried to keep calm. But it was becoming harder to swim. Again he came up to the ice for air. Then he continued his search for the hole.

18 Suddenly, something flashed in the water ahead of him. Houdini began to swim toward the object. His arms and legs were numb. It was a terrible effort just to move them. Slowly he drew nearer to the object. It was the rope! Houdini snatched it with both hands and tugged hard.

19 The crowd cheered wildly as Houdini was pulled out of the water. He was shivering with cold, but he managed to wave and bow proudly to the crowd. Then he smiled as he thought of how lucky he was to be alive. He had been under the ice for eight minutes.

How Well Did You Read?

1 (*Recall the details.*) When Houdini went into the river, he was
- **a** locked in a trunk
- **b** tied up with yards of rope
- **c** bound in chains and irons

2 (*Recall the order.*) The *first* thing Houdini did after he jumped into the water was
- **a** free his hands
- **b** find the hole in the ice
- **c** work open the chains

3 (*Recall the reason.*) Houdini almost didn't get out of the river because he couldn't
- **a** get out of the leg irons
- **b** find the hole in the ice
- **c** swim in the cold water

4 (*Recall the details.*) If Houdini didn't come up in three minutes, a man was to
- **a** lower a rope into the water
- **b** break more holes in the ice
- **c** send a diver down to find him

5 (*Recall an important detail.*) When his breath was nearly gone, Houdini saved himself by
- **a** finding the hole in the ice
- **b** breaking a new hole through the ice
- **c** breathing air just beneath the ice

Learn about Words

A Often you can find out the meaning of a word from the way it is used in a story. The other words in the story help you.

Directions: Look at the numbered paragraph in the story. Find the word that best fits each meaning below. Write the word.

1 acts; deeds (1)
2 jumped; dived (4)
3 flow of water; motion of the water (6)
4 took a quick look at (7)
5 clumsy and hard to use because of lack of feeling (9)
6 work on; have an effect on (12)
7 strain; work (18)

B Many words have more than one meaning. The way a word is used tells you which meaning the writer had in mind.

Directions: Look at each word in heavy type below. Look back at the numbered paragraph in the story. Which meaning does the word have there? Write **a** or **b**.

8 banks (2)
- **a** ground at the edge of a river or lake
- **b** places where money is kept

9 trunks (3)
- **a** men's short trousers worn for sports
- **b** large chests for holding clothes

10 scrambled (15)
- **a** mixed together in cooking
- **b** climbed and crawled quickly with hands and feet

C

repaint = re + paint
unusual = un + usual

When the letters *re* and *un* are added at the beginning of a word, they are prefixes.

painted = paint + ed
painting = paint + ing
usually = usual + ly

When the letters *ed, ing,* and *ly* are added at the end of a word, they are suffixes. Sometimes both a suffix and a prefix are added to a word:

repainted = re + paint + ed
repainting = re + paint + ing
unusually = un + usual + ly

When a suffix and prefix are added to a word, they make a new word.

Directions: Rewrite the words below so that they are divided into the prefix, the word, and the suffix. Example: You read *unusually.* You write *un + usual + ly.*

11 unlikely
12 rebuilding
13 uncovered
14 refilling
15 unkindly

D

silent	yell
quiet	shout

Silent means the same thing as *quiet. Yell* means the same thing as *shout.* Words with the same meaning are synonyms. *Silent* is a synonym for *quiet. Yell* is a synonym for *shout.*

Directions:

get little hurt old cruel

From these words, choose the synonym for each word in heavy type below. Write the synonym.

16 It was an **ancient** house.
17 He was never **unkind** to anyone.
18 Did he **injure** his leg?
19 Dad bought a **small** car.
20 Where did you **obtain** that picture?

E

short	lost
long	found

Short is the opposite of *long. Lost* is the opposite of *found.* Words with opposite meanings are antonyms. *Short* is an antonym of *long. Lost* is an antonym of *found.*

Directions:

shout quiet lose love soft

From these words, choose the antonym for each word in heavy type below. Write the antonym.

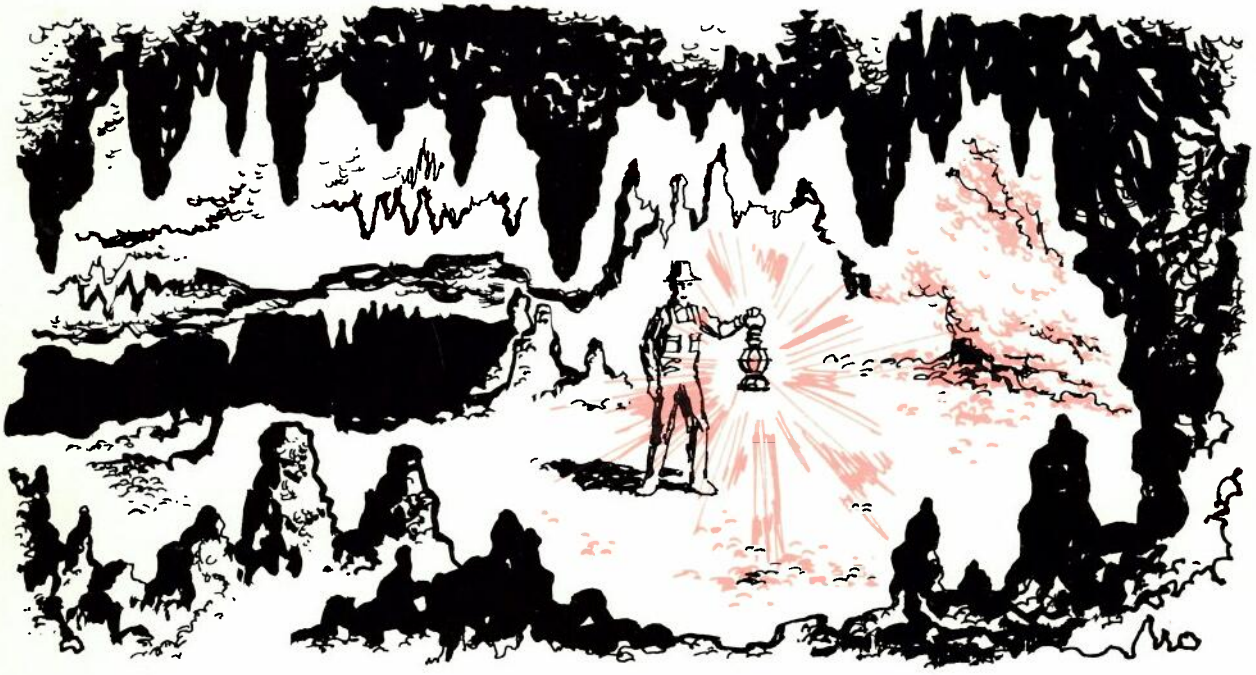
21 This pillow is **hard**.
22 Bob likes to **whisper**.
23 It was so **noisy** in the shop.
24 They **hate** to go to the zoo.
25 Did they **win** the game?

Use Your Imagination

Houdini escaped from the handcuffs, chains, and leg irons. How did he do it? Were the locks specially made? Did the policeman not close the locks tightly? Did Houdini use magic? Tell how you think Houdini escaped.

A Nose for Caves

by Dorothy Sterling



1 Have you heard the story of Floyd Collins? Floyd was a Kentucky farmer's son, brought up in cave country. People said Floyd could "smell caves." In 1917 he found the entrance to a cave in his father's farmyard. For eight years he spent all his spare hours under the ground. He would be gone for days at a time. All he took with him was an oil lantern and a can of beans. When he came back home, he had tales to tell. He had seen huge rooms and underground rivers. He had been through miles of twisting passageways.

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2 Then came a day when he didn't come home. For a while no one missed him. He'd gone off too many times without saying where he was going or when he would be back. Twenty-four hours passed before he was found. He had knocked down a huge rock, and it had pinned his foot. He was trapped in a narrow passage.

3 The men who found him brought him food and blankets. They tried to lift the rock. They tried to drill a new entrance to the cave. But they failed. After fourteen days Floyd Collins died of pneumonia. He was thirty years old. His body is buried in the cave he found.

4 Floyd Collins Crystal Cave was later opened to the public. Three miles of electric lights, footpaths, and guardrails were put in. But this was only a small part of the cave. Beyond the lights were the huge rooms and the rivers and passageways that Collins once explored. The cave might stretch on for thirty miles or sixty. No one knew how far.

5 No one knew, but some people were set on finding out. In 1954, twenty-nine years after Floyd Collins's death, men and women from all parts of the country went to Crystal Cave. A tent city was built outside the cave entrance. It had a small hospital, a kitchen—even a telephone switchboard. An advance party set up a campsite under the ground, two miles away.

6 The cavers stayed underground for a week. They passed through a maze of tunnels and rooms where no man—not even Floyd Collins—had ever been. Most of the time it was hard work. It was dangerous, too. It's not easy to be scientific while wriggling through a hole ten inches wide and fourteen inches high or walking along the slippery edge of a pit that's one hundred feet deep. When the cavers returned, they were bearded and dirty. They squinted at their first sight of the sun in seven days. But there were smiles on their tired faces.

7 This group didn't manage to reach the end of Crystal Cave's crisscrossing tunnels. Other teams have since pushed on farther. But there are still unexplored passageways. From what they've seen, however, men think that Floyd Collins's cave is the largest in the world.

8 Since the National Park System has taken over the region that includes Crystal Cave, the cave has been closed to the public. Cavers have found that the entrance to Floyd's cave is actually one of six entrances to the Flint Ridge Cave System. As of 1971, eighty-four miles of connected passageways had been found in the Flint Ridge Cave System. And there's no end in sight. Nearby are two other ridges, each with its own large cave system. (One is Mammoth Cave, with forty-six miles of explored passages.) It is presumed, though not yet proved, that these cave systems connect.

9 Cave exploring has outgrown the oil lantern and the can of beans in a back pocket. One of the things that has changed it in the United States is the National Speleological Society, which was founded in 1939. The society has a number of dos and don'ts for cavers. Never enter a cave alone. Always let someone know where you are going and when you will return. Always carry three separate lights with you. Plan your trip carefully, so that you will have proper clothing and equipment and won't get overtired. And don't destroy the cave's animal life or the formations that have been developing for millions of years. If Floyd Collins had followed these safety rules, he might still be alive today.

How Well Did You Read?

1 (*Recall the details.*) The entrance to the cave that Floyd Collins found was located in
- **a** the hills near his father's farm
- **b** his father's farmyard
- **c** a nearby garden

2 (*Recall the result.*) Because a huge rock fell on Floyd Collins's leg,
- **a** no one was allowed to enter the cave
- **b** it was hard for him to get up
- **c** he was trapped in the cave

3 (*Recall the reason.*) In 1954 a group of people went into Crystal Cave to learn
- **a** how big the cave was
- **b** if it was like Mammoth Cave
- **c** if it had hidden treasure in it

4 (*Recall the details.*) Crystal Cave is just one part of the
- **a** Mammoth Cave System
- **b** Flint Ridge Cave System
- **c** Wind Cave System

5 (*Recall the details.*) The National Speleological Society says that
- **a** people should not destroy cave formations
- **b** a person should never enter a cave alone
- **c** Both *a* and *b*

Learn about Words

A Often you can find out the meaning of a word from the way it is used in a story. The other words in the story help you.

Directions: Look at the numbered paragraph in the story. Find the word that best fits each meaning below. Write the word.

1 turning; winding (1)
2 pressed down and held (2)
3 an infection of the lungs (3)
4 confusing network; puzzling tangle (6)
5 looked with eyes partly closed (6)
6 guessed; assumed; thought (8)
7 rock structures; growths (9)

B Many words have more than one meaning. The way a word is used tells you which meaning the writer had in mind.

Directions: Look at each word in heavy type below. Look back at the numbered paragraph in the story. Which meaning does the word have there? Write **a** or **b**.

8 **spare** (1)
- **a** extra
- **b** thin

9 **drill** (3)
- **a** train; exercise
- **b** bore a hole

10 **sight** (8)
- **a** view
- **b** ability to see

C

I saw the *blark.*
The *blark* was interesting.

The word *blark* is not a real word, but you know that it is the name of something. A word that's the name of something—a person, place, thing, or idea—is a noun. To find out whether or not a word is a noun, try it in place of *blark* in one of the sentences above. If the sentence makes sense, the word is a noun.

Directions: Look at the word in heavy type in each of the following sentences. If it is a noun, write "noun." If it is not a noun, write "not noun." If you are not sure, try it in each of the sentences above. Then write your answer.

11 Edna got a new **bicycle.**
12 The **sky** is so blue.
13 Don't **forget** to bring your coats.
14 This **collar** is too tight for me.
15 Barb just loves apple **pie.**

D

The fack is green.
I want *that* fack.

Even if you do not know a word's meaning, you can often tell whether it is a noun. Noun markers like *the* and *that* help you. When you see these words, you know that the next word in a sentence will probably be a noun. Some other noun markers are *a, an,* and *this.*

Directions: Find a noun marker in each sentence. Write the noun marker and the noun that follows it.

16 Salt will make the soup better.
17 Will you fry an egg for me?
18 Don't step on that snake!
19 This cup is mine.
20 She needs a spanking.

E

Tom climbs like a monkey.

This sentence helps you understand how well Tom climbs. The phrase "climbs like a monkey" is a figure of speech. A monkey is a good climber. If Tom climbs like a monkey, he must climb very well.

Directions: Choose the word that best completes the unfinished sentence. Write it.

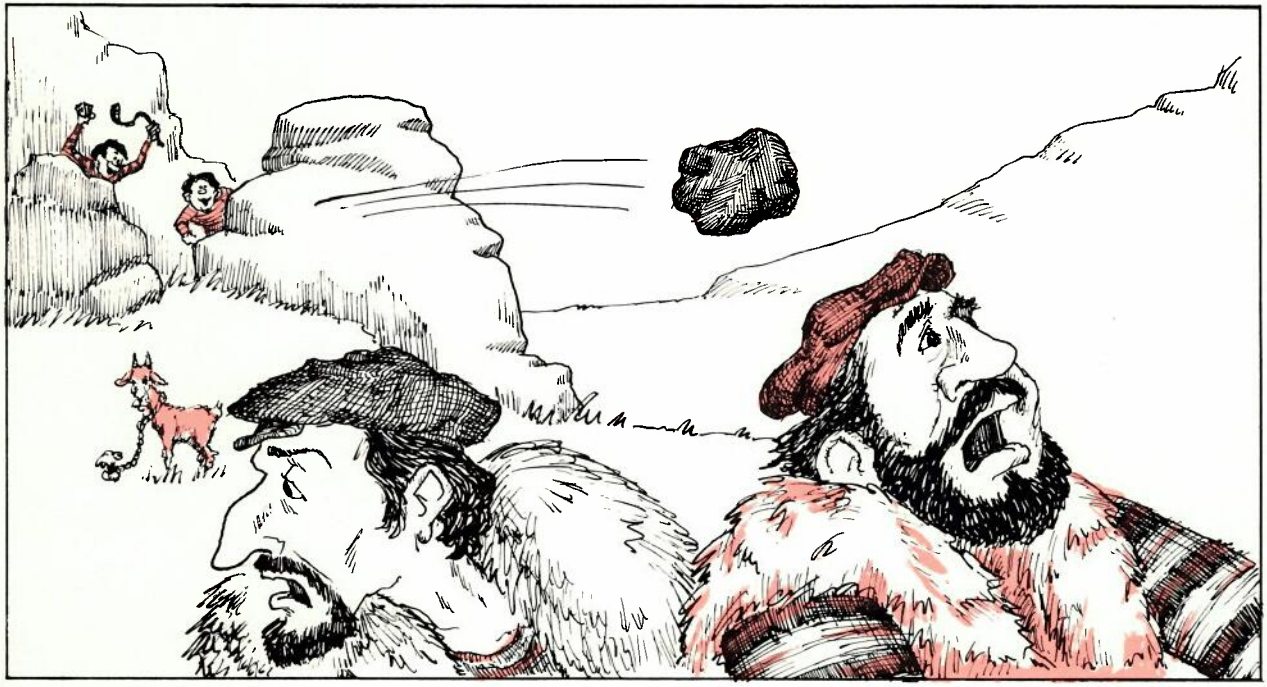
21 Water is thin. Gravy is thick. This soup is thin. This soup is like ____.
22 Trees grow slowly. Weeds grow fast. Bill grew fast. Bill grew like a ____.
23 Cork floats. Rocks sink. The boy jumped into the pool and sank. He sank like a ____.
24 Sunny days are cheerful. Rainy days are gloomy. Grannie is cheerful. Grannie is like a ____ day.
25 Donkeys bray loudly. Birds sing well. Elizabeth sings well. Elizabeth sings like a ____.

Use Your Imagination

Pretend you and your friend are going to explore a cave. You are going to be in the cave for three days and nights. What will you need to take with you? How will you keep from becoming lost? Make up a story about your adventure.

Small Sarkis

by Gladys Yessayan Cretan



1 *This is the story of a boy who showed that he could do a man's job. His name was Sarkis Arkelian, and he lived in the eastern European land of Armenia. His family called him "Small Sarkis" because he was the youngest. Sarkis usually helped the shepherd Garo. But one night Sarkis had to tend the sheep and goats by himself. He fell asleep, and when he woke up one of the goats was gone!*

2 Sarkis climbed up and down the rocky hillside, looking for the goat. He asked another shepherd if he had seen the lost goat, but he hadn't.

3 Sarkis returned to the place where he had left the flocks and sat down to think where a goat would go.

4 As he looked from one direction to another, he saw three boys coming over the hill. They were his cousins. Good, thought Sarkis, they can help me.

5 The boys had brought a big lunch. They all sat down and spread the food out on a flat rock.

6 As they were eating, Zaven said, "I wish

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we could help somebody, like you're helping Garo."

7 "Maybe you could help me take care of the flocks," said Sarkis.

8 "All right," Zaven said. "How many goats does Garo have?"

9 "Seven," answered Sarkis.

10 "I see only six," said Aram.

11 "One must have wandered away," said Vahram.

12 "We'll find him for you," said Zaven.

13 When they had finished eating, Sarkis sent his cousins off in three different directions to look for the goat while he stayed behind to watch the flocks.

14 Some time later, his cousins trudged back, hot, dusty, and tired. They hadn't found the goat.

15 Sarkis left his cousins with the flocks and went down to his village. But nobody there had seen the goat, so Sarkis returned to the hillside where his cousins were. After promising to return the next day, his cousins went home.

16 The next morning, Aram and Vahram were left in charge of the flocks while Sarkis and Zaven started out to search for the goat in three caves.

17 They looked in two of the caves without success. As they walked on, Zaven said, "What will you do if we haven't found the goat when Garo returns tonight?"

18 "I'll keep looking," answered Sarkis.

19 "But tomorrow is St. Sarkis's day at church, and that's your name day," said Zaven.

20 "I know," said Sarkis, "but I'll have to miss it."

21 "But you can't!" exclaimed Zaven. "Your family is giving you a party!"

22 "Well," said Sarkis, "if I don't find the goat, I'll be disgraced, so I couldn't go to the party, anyway."

23 Just as they reached the third cave, Sarkis put his hand on Zaven's arm.

24 "Someone is near, because I smell a fire," he whispered.

25 Both boys crawled up to a rocky mound. They could see two men below, sitting around a fire. Nearby their horses rested and a goat was tied to a tree.

26 "Is that our goat?" Zaven asked.

27 "I think so," answered Sarkis.

28 For a time neither boy spoke. Finally Sarkis said, "I think that the only thing to do is frighten them away."

29 And that's exactly what they did. First they shot stones from their slings toward the men. Then they rolled rocks down the hill.

30 "They're coming from three sides," yelled one man. "The whole village is after us. Let's ride!"

31 "What about the goat?" asked the other man.

32 "Fool, is a goat worth more than your life? Ride, I say," shouted the first man.

33 And off they galloped.

34 Sarkis ran down the hill. It was Garo's goat, all right, with Garo's brand—a dot in a circle—on its face. Sarkis hugged the goat.

35 The next night, everyone came to Sarkis's house carrying a lighted candle. As they entered, they called, "May you live long with your name, Sarkis Arkelian."

36 As each guest handed him a lighted candle, Sarkis said, "Thank you."

37 Then, as his mother took each candle and placed it on a table that had platters of food, she said proudly, "My Small Sarkis is a real shepherd now."

38 "What!" bellowed Sarkis's grandfather, who was coming into the house. "Who would call a man by a boy's name?"

39 Slowly, he walked toward Sarkis. He looked at Sarkis and nodded slowly; then he handed Sarkis his glowing candle, saying, "May you live a long time with your name, Sarkis Arkelian."

How Well Did You Read?

1 (*Recall the details.*) Sarkis left the flocks to look for a lost
- **a** sheep
- **b** goat
- **c** calf

2 (*Recall the details.*) Sarkis was glad to see his cousins because they
- **a** would know where the lost animal was
- **b** had found the lost animal
- **c** could help him find the lost animal

3 (*Recall the reason.*) Sarkis wanted to find the lost animal quickly because he
- **a** didn't want to be disgraced
- **b** wanted to go to his name day party
- **c** Both *a* and *b*

4 (*Recall the order.*) Which one of these things did Sarkis and Zaven do *first*?
- **a** Shot stones at two men
- **b** Looked in two caves
- **c** Found the lost animal

5 (*Recall the reason.*) Sarkis recognized Garo's missing animal because it
- **a** was brown like the others
- **b** had Garo's brand on its face
- **c** recognized Sarkis and ran to him

Learn about Words

A Often you can find out the meaning of a word from the way it is used in a story. The other words in the story help you.

Directions: Look at the numbered paragraph in the story. Find the word that best fits each meaning below. Write the word.

1 take care of; look after (1)
2 groups of animals or birds (3)
3 walked in a tired way; walked wearily; plodded (14)
4 dishonored; shamed (22)
5 small hill; raised place (25)
6 large flat dishes; big plates for serving food (37)
7 cried out loudly; roared (38)

B Many words have more than one meaning. The way a word is used tells you which meaning the writer had in mind.

Directions: Look at each word in heavy type below. Look back at the numbered paragraph in the story. Which meaning does the word have there? Write **a** or **b**.

8 slings (29)
- **a** wide pieces of cloth for holding injured arms
- **b** pieces of leather used to throw stones

9 brand (34)
- **a** mark burned into an animal's hide
- **b** trade name or make of a product

10 nodded (39)
- **a** moved his head up and down
- **b** dozed off; fell asleep

C

softly = soft + ly
softness = soft + ness

When the letters *ly* and *ness* are added at the end of a word, they are suffixes. A suffix is a group of letters added at the end of a word to change the word's meaning. If the word ends in *y,* the *y* usually changes to *i* when these suffixes are added.

happy + ly = happily
happy + ness = happiness

Learning to recognize suffixes makes you able to read many new words.

Directions: Choose the word that makes sense in the sentence. Write it.

11 (**Tiredly, Tiredness**) kept the children from finishing their game.
12 Harold (**carefully, carefulness**) painted his model car.
13 Janet (**readily, readiness**) agreed to go swimming.
14 Ann's (**cheerfully, cheerfulness**) makes everyone feel good.
15 George's (**lazily, laziness**) kept him from taking a walk.

D

by	too
buy	two

These pairs of words are homophones. They sound alike, but they have different meanings. "By the car" means "next to the car." "Buy the car" means "get the car by paying for it."

Directions: Choose the word that makes sense in the sentence. Write it.

16 I need a new (**sole, soul**) on my shoe.
17 Ned (**led, lead**) us there last week.
18 Barb got a (**new, knew**) bicycle.
19 Who (**won, one**) the game?
20 At church we (**pray, prey**).

E

The class will **present** a play.
Jane isn't here at **present**.

The two words in heavy type are called homographs. They are spelled alike, but they have different meanings. Sometimes homographs are pronounced alike; sometimes they are pronounced differently.

Directions: If the word in heavy type means the same thing in both sentences, write "same." If it is used with two different meanings, write "not same."

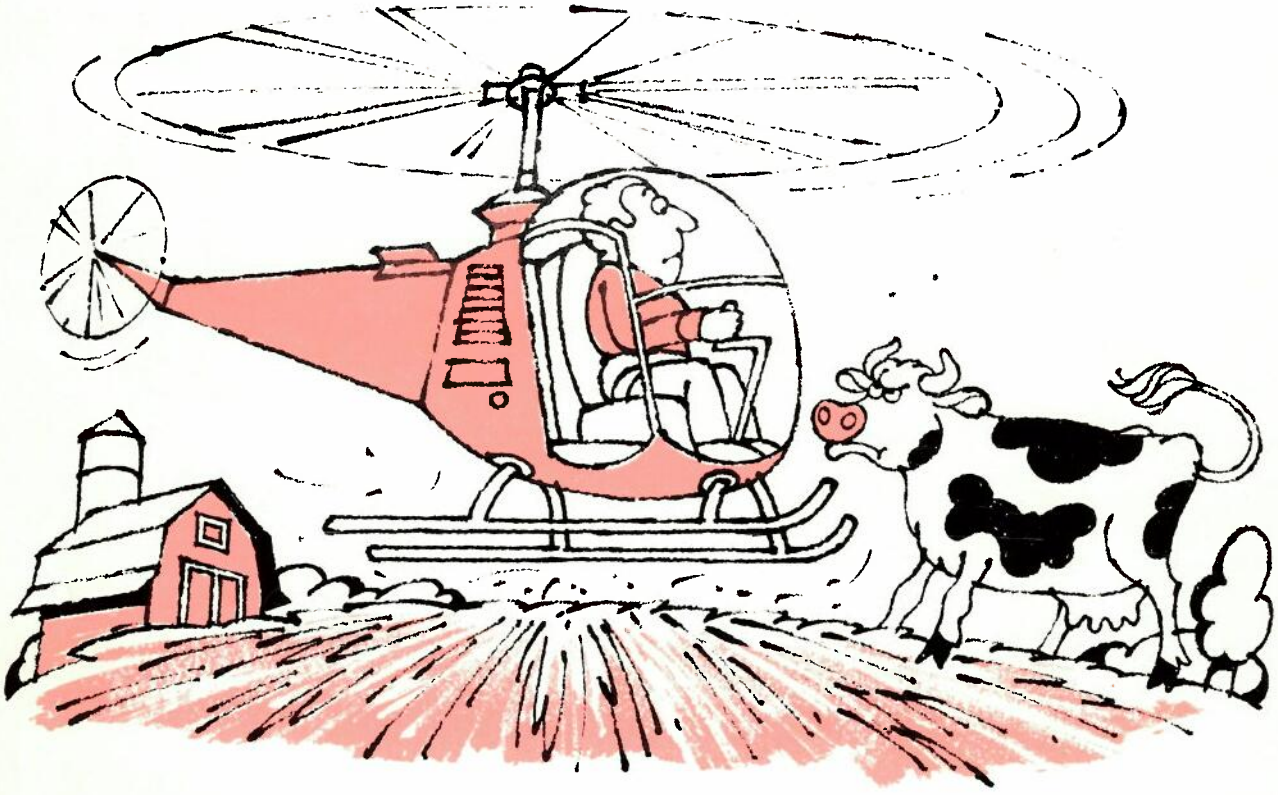
21 Let's **rest** for a while.
The boy forgot the **rest** of his books.
22 I gave dad a **tie**.
Can you **tie** your shoelaces?
23 Where does the girl **live**?
Those are **live** animals.
24 Dan will **wind** the big clock.
Does the river **wind** through the town?
25 The **desert** is very hot.
Don't **desert** your friends!

Use Your Imagination

Suppose Sarkis hadn't found the goat. What would have happened? Tell how the story could have ended.

The Whirlybird and Me

by Bill Mauldin



1 I'd been flying airplanes as an amateur pilot for about ten years when I decided to go to a school that teaches helicopter flying. The most fun I'd had as an amateur pilot of airplanes was flying a small plane, low and slow. That way I could see the trees in a forest. Or I could see the faces of children looking up at me as I flew over them.

2 So a helicopter seemed to be the perfect flying machine for me because it can go as slow as a man walking. Walking in the air—that's what flying a whirlybird is like.

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You can stop if you want to, or back up. You can go up, down, or sideways.

3 Some of the big helicopters lift heavy things like building beams. Others carry many people at a time on sightseeing trips over cities. But I was going to learn to pilot a little whirlybird, not a big one.

4 The helicopter school I went to is on a farm. It's a real farm with barns and pastures and horses and cows—and a building for the helicopter school.

5 The first thing my teacher said to me was, "Being an amateur pilot of planes isn't going to help you learn to fly a helicopter."

6 I soon found out he was right. Knowing how to fly a plane didn't help me much. But it did help that I had once learned to ride a bike. Learning to fly a helicopter is more like learning to ride a bike than anything else I can think of.

7 I was about nine when I learned to ride a bike. I thought for a long time that I never would learn, because to ride a bike you have to do three things at once. You have to pedal and balance and steer.

8 While I was trying to learn, I wished someone would take over pedaling and steering while I did the balancing. Or maybe if someone would steer while I balanced and pedaled, I could do it. I kept falling and skinning my knees. I seemed to get worse, not better. Finally one day I decided I couldn't ride a bike. And the next day I could!

9 To fly a helicopter, I had to use both hands and both feet to handle four things at once. But after much practice I was able to do it.

10 It was about then that I began to play a game with a cow on the farm. Most of the animals seemed hardly to notice the helicopter. But one afternoon this cow must have decided she didn't like a whirlybird in her pasture. She ran at the helicopter, shaking her horns.

11 Then the game began. I was holding the helicopter about three feet off the ground. I hadn't yet learned to fly high. The cow began turning slowly, still shaking her horns. I kept the helicopter's nose pointed at the cow's nose and circled around her. Round and round we went, the helicopter and the cow nose to nose.

12 The cow gave up the game first. And I went on learning to fly a helicopter.

13 I found to my surprise that I was more afraid of being up high in the whirlybird than I'd ever been in a plane. That was partly because I could see straight down. Looking down between my feet at what I knew was a barn, but what looked like a tiny box, made me feel unsafe.

14 Then, too, I was used to looking out and seeing the airplane wings that were holding me up in the air. The helicopter's blades didn't make me feel nearly so safe.

15 I got over my fright, however, and at last the time came when I was to fly alone.

16 The day I first flew a plane alone, I thought I'd never have the same feelings again. But here they were! I felt uneasy as I taxied out for a takeoff, and terribly alone as the helicopter climbed. Circling high in the air, I was filled with wonder at what men and machines can do. I felt afraid as I was about to land. But once safely on the ground, I wanted to do two things at once. I wanted to sit still and grin, and I wanted to turn cartwheels across the pasture.

How Well Did You Read?

1 (*Recall a detail.*) As the pilot of a small plane, the author liked to fly
- **a** low and slow
- **b** high and fast
- **c** low and fast

2 (*Recall the order.*) Which of these things did the author do *first* in his life?
- **a** He went to a helicopter school.
- **b** He learned how to fly a plane.
- **c** He learned how to ride a bike.

3 (*Tell how they were alike.*) The writer says that flying a helicopter is like riding a bike because you have to
- **a** pedal, balance, and steer
- **b** use both hands and both feet
- **c** Both *a* and *b*

4 (*Recall the reason.*) Why was the writer more afraid of flying high in a helicopter than in a plane?
- **a** He could see straight down.
- **b** He was used to seeing the plane's wings outside.
- **c** Both *a* and *b*

5 (*Tell how the writer feels.*) The writer of this story certainly
- **a** likes to fly planes and helicopters
- **b** doesn't like to fly planes and helicopters
- **c** can't fly planes and helicopters

Learn about Words

A Often you can find out the meaning of a word from the way it is used in a story. The other words in the story help you.

Directions: Look at the numbered paragraph in the story. Find the word that best fits each meaning below. Write the word.

1 person who does something for pleasure or sport (1)
2 grassy fields; grasslands; where animals feed (4)
3 keep steady; keep from tipping over (7)
4 guide; direct (7)
5 pay attention to; observe (10)
6 ill at ease; uncomfortable (16)
7 a feeling of surprise and admiration (16)

B Many words have more than one meaning. The way a word is used tells you which meaning the writer had in mind.

Directions: Look at each word in heavy type below. Look back at the numbered paragraph in the story. Which meaning does the word have there? Write **a** or **b**.

8 beams (3)
- **a** long pieces of heavy wood or metal for use in building
- **b** rays of light

9 holding (11)
- **a** containing; having inside
- **b** keeping in place or position

10 blades (14)
- **a** flat, broad parts of propellers
- **b** leaves of grass

C

repaint = re + paint
unusual = un + usual

When the letters *re* and *un* are added at the beginning of a word, they are prefixes.

painted = paint + ed
painting = paint + ing
usually = usual + ly

When the letters *ed, ing,* and *ly* are added at the end of a word, they are suffixes. Sometimes both a suffix and a prefix are added to a word:

repainted = re + paint + ed
repainting = re + paint + ing
unusually = un + usual + ly

When a suffix and prefix are added to a word, they make a new word.

Directions: Rewrite the words below so that they are divided into the prefix, the word, and the suffix. Example: You read *unusually.* You write *un + usual + ly.*

11 unclearly
12 recovered
13 recounting
14 replayed
15 unpainted

D

silent	yell
quiet	shout

Silent means the same thing as *quiet. Yell* means the same thing as *shout.* Words with the same meaning are synonyms. *Silent* is a synonym for *quiet. Yell* is a synonym for *shout.*

Directions:

swift place find permit chubby

From these words, choose the synonym for each word in heavy type below. Write the synonym.

16 Where did he **discover** the coins?
17 That little baby is **plump**.
18 They want to **put** the statue in the park.
19 Tom is a **fast** runner.
20 Will they **allow** us to play here?

E

short	lost
long	found

Short is the opposite of *long. Lost* is the opposite of *found.* Words with opposite meanings are antonyms. *Short* is an antonym of *long. Lost* is an antonym of *found.*

Directions:

light rough cry sharp clean

From these words, choose the antonym for each word in heavy type below. Write the antonym.

21 Listen to that baby **laugh**!
22 This suitcase is awfully **heavy**.
23 This pencil is **blunt**.
24 The dress was made of a **smooth** cloth.
25 The river is **dirty**.

Use Your Imagination

The author of this story was afraid when he first flew helicopters. How would you have felt? Can you tell a story of what could happen and how you might feel on your first helicopter flying lesson?

In Those Days

by Eleanor Farjeon

1 Not long ago, maybe just last week, the prime minister of a certain country was taking his evening walk, when he saw a sentry marching up and down. The minister watched him for several minutes. There was no building nearby, no gate in sight. There was nothing and nobody to guard.

2 "What are you doing here?" asked the minister.

3 "Obeying orders," replied the sentry.

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"What are they?" asked the minister.

"To walk so many steps in this direction, and then so many steps in that."

"What for?" asked the minister.

"I don't know," answered the sentry.

The minister went to his office the next day and demanded, "Why is there a sentry guarding such and such a spot?"

"There always has been one," he was informed.

"But why?"

"The order is on the records."

"When was it given?"

Nobody could remember.

"How stupid," declared the minister. So a meeting was held, and the sentry was taken away and put on guard somewhere else. For what's the use of guarding nothing at all?

Now I will tell you the story.

Long ago, and some say this is true, there was a queen who walked in her garden, and there she saw growing—what do you think? A flower.

Did you say, "Well, I'm not surprised?" I suppose you're not, for what *would* grow in a garden, if not a flower?

Weeds, did you say? Well, yes! I know gardens where there are more weeds than flowers, but those gardens belong to people who forget to look after them. But this garden was the queen's garden, so naturally you'd expect to see flowers in it.

All the same, when the queen saw this flower she thought it was absolutely beautiful. What sort of flower? Oh, that doesn't matter a bit. It might have been a rose, or it might have been a lupin, or it might have been a lily. All that matters is that whatever sort it was, it was the best of its sort, and the queen loved it.

She called one of her generals, saying, "Did you ever see a more gorgeous flower than this one?"

"Never, madam," he replied.

"Nor I," said she. "This flower is precious to me. Therefore let a sentry be posted here at once, to see that no harm befalls it."

Her command was obeyed; the order was placed upon the records, and in less than an hour a sturdy young sentry was marching up and down, so many steps this way and so many steps back again.

Summer passed and autumn came. The petals of the flower fell to the ground, and the leaves died. But still, all day and all night a sentry was posted at that spot, because the order had gone forth and had never been changed.

Winter passed and spring came. The guard still marched every day, for that was the order.

Years went by. The queen died. There was another queen in her place, or perhaps a king. The gardeners were replaced by their sons and then their grandsons. In the garden the flower beds were changed, and in the city the streets were changed. The country itself changed: buildings were built on the meadows, woods were cut down, and hills were leveled.

In the world the very nations were changed, and in the thoughts of men the very world changed. What once was right, now was wrong. What once was foolish, now was wise.

The only thing that wasn't changed was the order in the records—the order the queen had made in the old days for a sentry to guard the spot where her flower was growing. And as long as an order stands in the records, it must be carried out. That is why, year in, year out, on a spot of bare ground, a sentry marched up and down, so many steps this way, so many steps back again.

Until somebody said, "How stupid!" and took him away.

How Well Did You Read?

1 (*Recall the reason.*) The sentry was standing guard because he
- **a** liked to march
- **b** was obeying orders
- **c** loved his country

2 (*Recall the result.*) After a meeting was held, what happened to the sentry?
- **a** He was taken away.
- **b** He was put on guard somewhere else.
- **c** Both *a* and *b*

3 (*Recall the reason.*) The queen ordered that the flower be guarded so that
- **a** no harm would come to it
- **b** people would enjoy it
- **c** she could plant its seeds

4 (*Recall the details.*) From the time the queen died to the time of the prime minister, the country had
- **a** not changed very much
- **b** changed a lot
- **c** gone through many wars

5 (*Recall the reason.*) During all those years a sentry guarded the spot because the
- **a** order was in the records
- **b** flower bloomed each year
- **c** Both *a* and *b*

Learn about Words

A Often you can find out the meaning of a word from the way it is used in a story. The other words in the story help you.

Directions: Look at the numbered paragraph in the story. Find the word that best fits each meaning below. Write the word.

1 told; notified; given information (9)
2 completely; positively (19)
3 splendid; beautiful (20)
4 dear; beloved; of great value (22)
5 happens to (22)
6 healthy and strong (23)
7 flattened; evened out (26)

B Many words have more than one meaning. The way a word is used tells you which meaning the writer had in mind.

Directions: Look at each word in heavy type below. Look back at the numbered paragraph in the story. Which meaning does the word have there? Write **a** or **b**.

8 **minister** (1)
- **a** officer of the government
- **b** pastor; clergyman; churchman

9 **orders** (3)
- **a** commands
- **b** lists of things to be sent

10 **demanded** (8)
- **a** asked; insisted on being told
- **b** needed; required

C

I saw the *blark.*
The *blark* was interesting.

The word *blark* is not a real word, but you know that it is the name of something. A word that's the name of something—a person, place, thing, or idea—is a noun. To find out whether or not a word is a noun, try it in place of *blark* in one of the sentences above. If the sentence makes sense, the word is a noun.

Directions: Look at the word in heavy type in each of the following sentences. If it is a noun, write "noun." If it is not a noun, write "not noun." If you are not sure, try it in each of the sentences above. Then write your answer.

11 I dropped a bottle of **milk**.
12 **Don't** put that toy on the table.
13 We gave the **present** to little Jan.
14 Dan bought a brown **hat** for himself.
15 **This** soup is too hot to eat.

D

The fack is green.
I want *that* fack.

Even if you do not know a word's meaning, you can often tell whether it is a noun. Noun markers like *the* and *that* help you. When you see these words, you know that the next word in a sentence will probably be a noun. Some other noun markers are *a, an,* and *this.*

Directions: Find a noun marker in each sentence. Write the noun marker and the noun that follows it.

16 Take this letter to London.
17 She gave me a scare!
18 If it isn't a toad, what is it?
19 I didn't like the story.
20 He has an animal.

E

Tom climbs like a monkey.

This sentence helps you understand how well Tom climbs. The phrase "climbs like a monkey" is a figure of speech. A monkey is a good climber. If Tom climbs like a monkey, he must climb very well.

Directions: Choose the word that best completes the unfinished sentence. Write it.

21 Butterflies eat little. Horses eat a lot. John eats a lot. John eats like a ____.
22 Coal is black. Pearls are white. Her teeth are white. Her teeth are like ____.
23 Sandpaper is rough. Silk is smooth. The pond is smooth. The pond is like ____.
24 Fire is red. Grass is green. Peggy's hair is red. Peggy's hair is like ____.
25 Sunshine is bright. Night is dark. Her smile is bright. Her smile is like ____.

Use Your Imagination

The prime minister stopped the queen's order because he thought it was stupid. What would have happened if the modern sentry had disobeyed the order because *he* thought it was stupid? Can you tell a story about it?

Brenda and the Bandits

by Bart Sheridan

1 This Friday was a special day for twelve-year-old Brenda Paris of Burbank, California. For one thing, it was one of the last precious vacation days before school began. And for another, her brother Jack and his friend Tim had invited her to go surfing.

2 Jack had borrowed his grandmother's station wagon. The three youngsters packed the surfboards in the back. Brenda brought some peanut butter and bread for lunch. Then they got in and drove off for the beach.

3 On the way, they pulled into the parking lot of a bank. Tim had several hundred pennies he had been saving, and he wanted to exchange them for dollars. They needed the money to buy gasoline.

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4 Brenda waited in the car. As she turned on the car radio to find some music, a small green truck pulled into the parking place next to her. Three young men were sitting in the cab. The driver backed the truck into place so that it faced the street. Smarty, Brenda thought. He wants to beat everyone out of the lot.

5 As the three men jumped down from the truck, Brenda saw something that startled her. One man had a gun sticking out of his pocket. To Brenda the gun and the backed-in truck meant only one thing: a holdup!

6 Brenda saw the armed man head for the front entrance of the bank. The other two strode toward the bank's rear door. This was only a few feet away from the station wagon.

7 Brenda started to panic. If she stayed there and watched them, they *might* shoot her. If they saw her get up and run, they would know she was going to call the police. Then they would *really* shoot her.

8 Gradually, Brenda calmed down. She must notify the police. But how? Slowly, she got out of the car. She walked toward the parking lot exit. When she was certain that she could not be seen from the bank, she dashed across the street. She ran into the courtyard of an apartment building and knocked on the first door she saw. A man opened it.

9 "The bank's being robbed," Brenda told him, out of breath.

10 The man looked at the excited little girl. "Don't worry, kid," he said. "The bank has an alarm. The police will take care of it." Then he closed the door.

11 Brenda felt helpless. She turned away. The bank *did* have an alarm, but it didn't seem to be doing any good. She ran back toward the bank. When she reached the bank's parking lot she stopped short. The green truck was pulling away! The bandits stared at her as they drove off slowly.

12 Brenda was furious. The robbers were getting away and nobody was doing anything. The only thing she could do was memorize the license plate. "I'll never forget that number as long as I live," she said later.

13 The bandits' truck was approaching the far corner of the block. Just then a policeman on a motorcycle drove around the corner from the other direction. Brenda watched as the truck and motorcycle passed each other. This was just too much for her!

14 She rushed into the path of the motorcycle and shouted at the policeman. "Those men just robbed the bank! There they go—in that green truck!"

15 Glancing back, the policeman saw the truck disappearing around the corner. He had heard about the robbery on his radio. Now he had to make a quick decision. Should he take a child's word and chase the green truck? Or should he head straight for the bank?

16 Something told him that this worried little girl knew what she was talking about. He turned his motorcycle around. Then he radioed for help and chased the truck.

17 Within minutes the bandits were in handcuffs.

18 Brenda found Jack and Tim in the crowd that had gathered around the bank after the robbery. Soon the motorcycle policeman returned and asked to see "the little girl with the long hair and the yellow blouse." Brenda stepped forward.

19 "We'd never have caught the holdup men if it hadn't been for you," he told her. That was great to hear. And it was nice to see Jack looking so proud of her. But soon Brenda and the boys tired of all the talk and went on to the beach.

20 The next day the story of the robbery was in all the newspapers. Brenda received calls, letters, and even money from people who knew her, and from total strangers as well. The bank gave her a $1000 savings bond. An insurance company gave her a $50 bond. Clubs and organizations gave her awards to hang on her walls.

21 Brenda has never understood all this attention. She says, "When you see somebody break the law, you call the police. That's all I did. So why is everybody making such a fuss?"

How Well Did You Read?

1 (*Recall the details.*) Jack and Tim had invited Brenda to
- **a** go to the bank
- **b** make peanut butter sandwiches
- **c** go surfing

2 (*Recall the result.*) When Brenda saw the green truck back into the parking place, she thought the driver
- **a** didn't know the right way to park
- **b** wanted to beat everyone out of the lot
- **c** was planning a robbery

3 (*Recall the order.*) What happened *first* when Brenda saw that one man had a gun?
- **a** She got out of the car slowly.
- **b** She started to panic.
- **c** She dashed across the street.

4 (*Recall the reason.*) When Brenda returned to the parking lot, she was furious because
- **a** the robbers were getting away
- **b** Jack and Tim hadn't waited for her
- **c** Neither *a* nor *b*

5 (*Read between the lines.*) The robbers might not have been caught if
- **a** Brenda hadn't notified the policeman
- **b** the policeman hadn't believed Brenda
- **c** Both *a* and *b*

Learn about Words

A Often you can find out the meaning of a word from the way it is used in a story. The other words in the story help you.

Directions: Look at the numbered paragraph in the story. Find the word that best fits each meaning below. Write the word.

1 front space, where driver and passengers sit (4)
2 suddenly frightened; surprised (5)
3 walked with long steps (6)
4 inform; tell (8)
5 very angry (12)
6 nearing; getting closer to (13)
7 judgment; act of deciding (15)

B Many words have more than one meaning. The way a word is used tells you which meaning the writer had in mind.

Directions: Look at each word in heavy type below. Look back at the numbered paragraph in the story. Which meaning does the word have there? Write **a** or **b**.

8 **precious** (1)
- **a** valuable; scarce, and therefore worth a lot
- **b** dear; beloved

9 **alarm** (10)
- **a** sudden fear
- **b** warning signal or sound

10 **glancing** (15)
- **a** looking quickly
- **b** hitting and going off at a slant

C The plane rose high *up* in the air.
The plane rose high into the air.

When a speaker or writer is careless, he sometimes uses a word he does not need and says the same thing twice.

Directions: Choose the word that is not needed because the same idea is expressed elsewhere in the sentence. Write it.

11 The bad boy was naughty today. (**bad, today**)
12 Barb whispered something softly to Jan. (**something, softly**)
13 We put the presents down under the glittering tree. (**down, glittering**)
14 Maybe I might go with you later. (**Maybe, later**)
15 Jim and Jane are two blond twins. (**two, blond**)

D

help	increase
assist	enlarge

Help means about the same thing as *assist. Increase* means about the same thing as *enlarge.* Words with the same or nearly the same meaning are synonyms. *Help* is a synonym of *assist. Increase* is a synonym of *enlarge.*

Directions:

tell remember needy big grasp

From these words choose a synonym for each word in heavy type below. Write the synonym.

16 Did he **inform** you of the new plan?
17 I never can **recall** his name.
18 The parrot likes to **clutch** that pole.
19 This is such an **immense** farm!
20 That **poor** man works very hard.

E

remember	brave
forget	cowardly

Remember is the opposite of *forget. Brave* is the opposite of *cowardly.* Words with opposite meanings are antonyms. *Remember* is an antonym of *forget. Brave* is an antonym of *cowardly.*

Directions:

sell narrow tired forget cheap

From these words choose an antonym for each word in heavy type below. Write the antonym.

21 Jim lives on a very **wide** street.
22 Did you **remember** to bring your books?
23 I wonder if I can **buy** this bicycle.
24 They thought the table was **expensive.**
25 Dad said that he feels **rested** now.

Use Your Imagination

Suppose the bandits had kidnaped Brenda when they saw her in the parking lot. Can you tell what might have happened then?

A Possum Comes to Call

by Glen Rounds

1 *Some years ago, the writer moved into an old farmhouse. Before long, he discovered that many wild animals lived on the farm. One of these residents was an opossum—or possum for short.*

2 It was the cat who first noticed the possum. Every night the cat came into the room where I worked and jumped up on the table that stood against a window. Then she would spend an hour or more peering out into the dark with interest.

3 Late one rainy night, the possum appeared. The cat was already at the window, watching. Suddenly she began switching her tail and standing high on her toes to see better. She kept meowing as if she were welcoming an old friend.

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4 There were some sounds of scuffling and rattling about in the bushes close to the wall of the house. Then a small possum climbed up on the bird-feeding shelf nailed to the window.

5 The light from the lamp near the window shone on the visitor. The long dark hairs of his outer coat were gathered into points from the wetness, and his white underfur showed through. His small ears drooped downward for protection from the rain.

6 By now the cat was pressing against the glass. When the possum saw her, he moved closer to the window. For a moment they were nose to nose, with only the windowpane between them. Then, as the cat watched, the possum shook the rain from his coat. After that he washed his forepaws and began eating the scraps of food on the shelf. From the way the two animals behaved, it appeared that they had seen each other before.

7 After he had eaten, the possum sat on his haunches and licked his paws. Next he rubbed his paws together in front of his chest before wiping his face. Then he washed and wiped himself again.

8 When he had finished cleaning himself, the possum rested awhile. He sat hunched close to the window to avoid as much of the rain as possible. He kept turning his ears in all directions, checking the night sounds.

9 Finally the possum left. But every night the cat watched for him, even though he didn't always appear.

10 One morning, some time later, a neighbor's dog was making a tour of the neighborhood. Just as he came round an old shed, he met the possum face to face. Right away, the dog began barking loudly. And the possum lay down and played dead.

11 Now, the possum is known for his habit of lying down and appearing to be dead when danger faces him. Some scientists believe that the animal really faints from fright and recovers when the danger has passed. Anyway, this possum habit gave the neighbor's dog a bad time.

12 All the wild animals the dog had ever met had run away when he had barked. But now, nothing happened. The animal that had been walking toward him was now lying down, doing nothing.

13 The dog backed round the corner of the shed. Then he sat down to think things over.

14 After a few minutes he came slowly round the corner again. The animal was lying just where he had left it. The dog inched his way up until he was almost able to touch the possum's fur with his nose. The first good sniff proved to him that the creature was still alive. The dog jumped back and began barking loudly and fiercely from a safe distance. But the strange animal didn't even twitch. It was plain to the dog that something was wrong somewhere. So he stopped barking. Then, boldly, he tiptoed forward again. Finally, with his muzzle almost touching the possum's ear, he let out his best and loudest bellow. Then he leaped back out of reach to see what would happen. But nothing did, and again the puzzled dog backed out of sight behind the shed.

15 This might have continued all morning if a farmer hadn't been passing by. The farmer had been watching this scene from the road. While the dog was out of sight, the man walked over and quietly picked up the "dead" possum. He put the animal up in a tree. Then he got back into his truck.

16 Again the dog came out from behind the shed. Now he was really puzzled. The possum had disappeared without a sign. The dog followed the trail back from the place where the possum had been lying. This led him to a hole under a shed. But after sniffing around, the dog decided that the creature wasn't under there. And there was no trail past the place where the possum had been lying. The animal seemed to have disappeared into thin air. The dog spent a half hour searching the yard and checking the scent under the shed. Then he gave up and went home.

17 But for some reason he never came into the old farmyard after that.

How Well Did You Read?

1 (*Recall a detail.*) The writer's cat discovered a possum when the writer
- **a** visited a neighbor's farm
- **b** went hunting in the woods
- **c** moved to an old farmhouse

2 (*Recall a detail.*) From the way the cat and the possum behaved, it seemed that they had
- **a** eaten together before
- **b** seen each other before
- **c** played together before

3 (*Tell the result.*) When the dog met the possum and barked at him, the possum
- **a** lay down and played dead
- **b** ran up a tree
- **c** hissed at the dog

4 (*Tell the reason.*) Later, the dog couldn't find the possum because
- **a** the possum had gone down a hole
- **b** the possum had gone behind a shed
- **c** a farmer had put the possum up a tree

5 (*Tell the result.*) After the possum had disappeared without a sign, the dog never
- **a** went near a possum again
- **b** went into the old farmyard again
- **c** barked at another animal

Learn about Words

A Often you can find out the meaning of a word from the way it is used in a story. The other words in the story help you.

Directions: Look at the numbered paragraph in the story. Find the word that best fits each meaning below. Write the word.

1 found out; learned (1)
2 saw; observed (2)
3 acted (6)
4 pressed; huddled; tightly curled (8)
5 practice; custom; thing done often (11)
6 moved by inches; moved very slowly (14)
7 savagely; wildly (14)

B Many words have more than one meaning. The way a word is used tells you which meaning the writer had in mind.

Directions: Look at each word in heavy type below. Look back at the numbered paragraph in the story. Which meaning does the word have there? Write **a** or **b**.

8 **scraps** (6)
- **a** small amounts; bits
- **b** quarrels; fights

9 **bellow** (14)
- **a** angry shout
- **b** loud roar

10 **trail** (16)
- **a** mark, scent, or footprint left by an animal
- **b** path made by constant passing

C

repaint = re + paint
unusual = un + usual

When the letters *re* and *un* are added at the beginning of a word, they are prefixes.

painted = paint + ed
painting = paint + ing
usually = usual + ly

When the letters *ed, ing,* and *ly* are added at the end of a word, they are suffixes. Sometimes both a prefix and a suffix are added to a word:

repainted = re + paint + ed
repainting = re + paint + ing
unusually = un + usual + ly

When a prefix or a suffix or both are added to a word, they make a new word.

Directions: Rewrite the words so that they are divided into the prefix (if there is one), the word, and the suffix (if there is one). Example: You read *uncovered.* You write *un + cover + ed.*

11 unbending
12 gladly
13 rewrite
14 buttoned
15 yelling

D

He brates. They brate.
It brates them. They brate them.

The word *brate* is not a real word, but you know that it tells what someone or something does. A word that tells what someone or something does—that expresses an action—is a verb. To find out whether a word is a verb, try it in place of *brate* or *brates* in the sentences above. If the word makes sense in at least one of the sentences, the word is a verb.

Directions: Look at the word in heavy type in each of the following sentences. If it is a verb, write "verb." If it is not a verb, write "not verb." If you aren't sure, try it in each of the sentences above. Then write your answer.

16 Pat had **soup** for lunch.
17 The boys are going to **race** up a hill.
18 It took a long time to **find** the cat.
19 Nobody had a key to **open** the door.
20 It is fun to swim in the **ocean**.

E The boys *moved like snakes* through the tall grass.
The boys *snaked* through the tall grass.

These two sentences mean the same thing. They both mean that the boys crawled silently through the tall grass the way snakes do. The phrase "moved like snakes" in the first sentence is changed to "snaked" in the second sentence. The verb *snaked* means "moved like snakes."

Directions: Choose the word that makes the second sentence mean the same as the first. Write that word.

21 The army moved into the town like a storm. The army (**surrounded, stormed**) the town.
22 They poured into the street like a flood. They (**flooded, filled**) the street.
23 He followed my footsteps as a dog would. He (**retraced, dogged**) my footsteps.
24 The horses galloped across the plains with a noise like thunder. The horses (**raced, thundered**) across the plains.
25 The lake reflected the sky like a mirror. The lake (**flooded, mirrored**) the sky.

Use Your Imagination

Animals can teach us many useful tricks. Can you tell a story about someone who kept out of trouble by "playing possum"?

The Ghost of the Lagoon

by Armstrong Sperry

1 On the South Pacific island of Bora Bora where Mako lived, there was a lagoon that looked like a big, deep pool. And there lived Tupa, the "ghost of the lagoon." Tupa was a shark who had killed three fishermen. King Opu Nui, ruler of the island, had promised thirty acres of coconut land and a sailing canoe to anyone who would kill or capture Tupa. Mako learned one night that his own father had been killed by Tupa! He vowed to kill the shark and win the king's reward.

2 One afternoon Mako's mother asked him to paddle out to a small island and bring back some bananas. Mako took his long-bladed knife, his spear, and his dog, Afa, and set out in his canoe.

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3 As they pulled away from the shore, Mako saw the white coral reef that had always interested him. It rose slightly above the water and its long, slim shape looked very much like a shark. There was a ridge on the back that Mako pretended was a shark's dorsal fin, and near one end were two dark holes that looked like eyes.

4 Time after time, Mako had practiced spearing this make-believe shark. His aim had become so true and straight that his spear would pass right into the eyeholes. He had named the coral reef "Tupa."

5 As he paddled past it now, he called, "Ho, Mister Tupa, when I come back I'll make short work of you!"

6 The canoe reached the little island where the bananas grew. Afa leaped ashore and ran barking into the jungle. Mako climbed into the shallow water and pulled his canoe up on the beach. Then, picking up his knife, he followed Afa into the jungle.

7 By the time Mako had picked three bunches of bananas and some oranges, the jungle was dark and gloomy. He carried the fruit down to the shore and loaded it into the canoe. Then he whistled for Afa, who bounded out of the jungle and leaped into the canoe. Mako came aboard, dug his paddle into the water, and sent the canoe sliding through the water.

8 Soon they came to the white coral reef. The coral shark glistened in the darkness of the lagoon. Then, suddenly, Mako's breath caught in his throat. He stopped paddling and Afa began to bark. Just beyond the fin of the coral Tupa, there was another fin, and—it was moving! The great white fin glowed with phosphorescent light. Then Mako knew. Here was the real Tupa—the ghost of the lagoon!

9 Mako tried to cry out, but his voice died in his throat. The great shark circled slowly round the canoe, moving in closer and closer.

10 Afa leaped from one side of the canoe to the other, barking. Mako leaned forward to grab the dog, but Afa wriggled away. The shift in weight tipped the canoe, and Afa fell into the dark water. But instead of swimming back to the canoe, Afa headed for the shore. And there was the great white shark, very near!

11 "Afa, Afa, come back!" Mako shouted.

12 As the little dog turned back and swam to reach the canoe, the white shark paused to gather speed to attack. Mako seized his spear, which was fastened to his wrist by a cord. When the shark charged, Mako's arm flashed forward. The spear drove right into one of the shark's eyes. Mad with pain and rage, Tupa lashed the water furiously. The canoe rocked back and forth. Mako struggled to keep his balance as he drew back the spear.

13 He dragged Afa aboard the canoe and stood up just as the shark charged again. Once more the spear found its mark, and Tupa slid below the surface of the water, turning slightly on his side.

14 Mako paddled toward the still body. He saw the faintest movement of the great tail. The shark was still alive! Mako knew that one flip of the tail could overturn the canoe and send him and Afa into the water. Then Tupa would destroy them.

15 Mako stood up, braced himself, and threw his spear once more. When he peered down into the water, Mako saw the great shark turn over. Then slowly the huge fish rose to the surface of the lagoon where he floated, half on one side.

16 Tupa was dead.

17 Mako shouted for joy. Then he hitched a strong line about the shark's tail and began to paddle toward the shore of Bora Bora. The dorsal fin, burning with the white fire of phosphorus, trailed after the canoe.

18 On the beaches of Bora Bora, men were shouting as they leaped into their canoes and put out across the lagoon.

20 "It's Tupa, the ghost of the lagoon," Mako heard them shout. "Mako has killed him!"

21 That night as the tired boy fell asleep he heard his grandfather's voice saying, "Thirty acres of land and a sailing canoe . . ."

How Well Did You Read?

1 (*Recall a detail.*) The king of Bora Bora promised a reward to the one who
- **a** killed or captured the shark
- **b** caught the most fish
- **c** went to the lagoon at night

2 (*Tell the reason.*) Mako paddled out to the little island because
- **a** he was looking for Tupa the shark
- **b** his mother asked him to get some bananas
- **c** it was a good day for boating

3 (*Recall a detail.*) Mako's aim with a spear was true and straight because he had practiced spearing
- **a** fish in the lagoon
- **b** the "eyeholes" in the reef
- **c** coconuts in the trees

4 (*Tell the result.*) When the shark charged at Mako's dog, Mako
- **a** called for help
- **b** paddled to the coral reef
- **c** speared the shark in the eye

5 (*Recall the order.*) The *last* thing Mako heard that night was
- **a** all the people shouting
- **b** his mother crying for joy
- **c** his grandfather speaking of the reward

Learn about Words

A Often you can find out the meaning of a word from the way it is used in a story. The other words in the story help you.

Directions: Look at the numbered paragraph in the story. Find the word that best fits each meaning below. Write the word.

1 made a promise (1)
2 hard material in the sea formed of animal skeletons (3)
3 rocky line or ridge at or near the top the water (3)
4 sparkled; glittered; shone brightly (8)
5 tilted; slanted; caused to lean (10)
6 looked; stared hard (15)
7 fastened (17)

B Many words have more than one meaning. The way a word is used tells you which meaning the writer had in mind.

Directions: Look at each word in heavy type below. Look back at the numbered paragraph in the story. Which meaning does the word have there? Write **a** or **b**.

8 **pool** (1)
- **a** game played on a special table
- **b** small body of still water

9 **ridge** (3)
- **a** long, narrow crest, or upper part, of something
- **b** narrow range of hills or mountains

10 **lashed** (12)
- **a** tied; fastened with rope
- **b** beat back and forth

C He was a very *framish* man.
It seems *framish.*

The word *framish* is not a real word. But you know that it tells what someone or something is like. When a word describes a noun or pronoun (such as *man* or *it*), that word is an adjective. To find out whether a word is an adjective, try it in place of *framish* in the sentences above.

Directions: Look at each word in heavy type. Does it describe a noun or pronoun? Would it work in place of *framish* in the sentences above? If so, write "adjective." If not, write "not adjective."

11 It was a **cold** day.
12 He has an **ugly** dog.
13 He is **often** sad.
14 This is **hard**.
15 What a **blue** sky!

D He did it *rotly.*

The word *rotly* is not a real word. But if it were, it would probably be an adverb. An adverb usually tells how or when something was done.

Directions: Try each word below in place of *rotly* in the sentence. If it makes sense, write "adverb." If it does not make sense, write "not adverb."

16 quickly
17 frog
18 slowly
19 lullaby
20 badly

E grab green grin grow
a b c d **e** f g h **i** j k l m n **o** . . .

Words that have the same first two letters but different third letters are put in alphabetical order by their third letters. The words *grab, green, grin,* and *grow* all start with *gr.* The third letters in these words are *a, e, i,* and *o.* Since *a* is the first letter in the alphabet, *grab* is the first word. The letter *e* comes next, so *green* is the second word. The last two words follow in alphabetical order. Understanding alphabetical order will help you use the dictionary.

Directions: The words in each group are not in alphabetical order. On a piece of scratch paper, write the words in alphabetical order. Then write the word that comes *last* on your record page.

21 can't cats carry cash
22 will wives win wigs
23 give girls giddy gifts
24 stranded steamboats stay still
25 grumpy grizzlies grow greedy

Use Your Imagination
Suppose you could live in Bora Bora for a while. Can you tell about some of the things you might do during your stay?

The Friendly Dolphins

by Patricia Lauber

1 A dolphin looks like a big fish with a smooth, streamlined body. It is a good swimmer. Most dolphins live in the ocean, but some live in rivers. There they play, feed, sleep, and have their babies. Yet dolphins are not fish.

2 Fish can breathe underwater. But dolphins have to come to the surface of the water to breathe. They breathe in the same way people do. They use their lungs. Baby dolphins, like human babies, are nursed on milk by their mothers.

3 So dolphins are like people in some ways. In addition, they're friendly toward people. Many stories from ancient times describe friendships between people and dolphins.

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4 One story from ancient Greece tells about a boy named Dionysios, who was swimming one day when a dolphin came up to him. Dionysios was frightened, but soon he realized that the dolphin wanted to play. The boy lost his fear of the dolphin and played with it.

5 When Dionysios returned to the beach the next day, the dolphin was waiting for him. Each day after that, the dolphin and Dionysios played together. Often the dolphin carried Dionysios out to sea and brought him back safely.

6 Crowds of people came to see the boy and his dolphin friend, and the story was written down. That is how we know about Dionysios, although he lived nearly two thousand years ago.

7 Another story comes from North Africa. The boys of a town called Hippo spent all their free time in the sea. One day a boy swam far out from shore and a dolphin joined him. It dove under him and took him out to sea on its back, then carried him back to shore.

8 For several days the dolphin appeared when the boys went swimming, but each time the boys fled.

9 The men of Hippo came to watch the dolphin, but they were also afraid of it. After a while they felt ashamed of being frightened by a friendly animal. So they called to the dolphin, went near it, and petted it.

10 Then the boy who had first met the dolphin climbed on its back and was taken for another ride. After that the boy and dolphin often played together. Many people came to see them, and this story, too, was written down.

11 Some of the dolphin tales of long ago are made up. But other stories are probably true, for dolphins do the same things today.

12 Dolphins often accompany ships, playing and racing around them. They help fishermen by driving fish into nets, and fishermen share their catch with the friendly dolphins.

13 Dolphins have also saved drowning persons. Some years ago a woman swimmer in Florida was caught by a strong current and could not fight her way out of it. Suddenly something gave her a great push onto the beach. A man on the beach told her that a dolphin had pushed her ashore.

14 Until recent years, many persons did not believe those ancient tales of children and dolphins. Then, in 1955, a wild dolphin made friends with a child.

15 It happened near Opononi, New Zealand. A dolphin came into the harbor near the fishing boats. The fishermen discovered that she liked to be scratched with an oar. They named her Opo, and soon she was playing among the swimmers.

16 Opo liked grownups, but she preferred to play with children. She swam among them, making clear that she wanted to be petted. Opo picked one girl as her special friend. If the girl swam off, Opo followed. Several times the dolphin gave her short rides. Opo would come to the girl to be petted. The girl could even put small children on Opo's back.

17 Once someone gave Opo a big beach ball. Opo tossed it into the air with her head, rushed to the place where it was going to fall, and tossed it into the air again. Sometimes she tossed the ball and batted it with her tail.

18 When people laughed or clapped, Opo would leap gaily out of the water. She was always careful not to leap near people, for dolphins are always gentle with their human friends. If someone was rough with Opo, she simply swam away, slapping her tail.

19 Many people came to see Opo that year—sometimes as many as 1500 at one time.

20 Then, in March 1956, Opo vanished. When some fishermen found her, she was dead. She had become trapped in a rocky pool when the outgoing tide drained it of water. The friendly dolphin was buried at Opononi, and people all over New Zealand grieved for her.

21 Opo had proved that some dolphins do make friends with children. Many other dolphins have shown a liking for humans. Free and wild, dolphins have chosen to come near people. They have given every sign of liking human company. Almost no other creature of the sea does such a thing.

How Well Did You Read?

1 (*Tell how they are alike.*) Dolphins are like people in the way that they
- **a** breathe
- **b** nurse their babies
- **c** Both *a* and *b*

2 (*Read between the lines.*) People believe some of the ancient stories about dolphins because
- **a** the stories were written down
- **b** dolphins make friends with people today
- **c** the stories come from many different countries

3 (*Recall the details.*) In 1955 a dolphin made friends with a child in
- **a** Australia
- **b** Bermuda
- **c** New Zealand

4 (*Recall the order.*) The *first* people to make friends with Opo were
- **a** fishermen
- **b** children
- **c** swimmers

5 (*Tell the writer's purpose.*) The writer probably wrote this story to show us that
- **a** dolphins are not fish
- **b** people have known about dolphins since ancient times
- **c** dolphins are friendly toward people

Learn about Words

A Often you can find out the meaning of a word from the way it is used in a story. The other words in the story help you.

Directions: Look at the numbered paragraph in the story. Find the word that best fits each meaning below. Write the word.

1 top (2)
2 long-ago; very old (3)
3 go along with (12)
4 movement of lake or ocean water (13)
5 liked better; chose (16)
6 disappeared; was gone from sight (20)
7 mourned; felt very sad (20)

B Many words have more than one meaning. The way a word is used tells you which meaning the writer had in mind.

Directions: Look at each word in heavy type below. Look back at the numbered paragraph in the story. Which meaning does the word have there? Write **a** or **b**.

8 **realized** (4)
- **a** made happen; brought about
- **b** understood; came to know

9 **appeared** (8)
- **a** came into sight
- **b** seemed; looked

10 **clear** (16)
- **a** transparent; able to be looked through
- **b** plain; obvious

C The plane rose high *up* in the air.
The plane rose high into the air.

When a speaker or writer is careless, he sometimes uses a word he does not need and says the same thing twice.

Directions: Choose the word that is not needed because the same idea is expressed elsewhere in the sentence. Write it.

11 The cruel captain shouted his orders aloud. (**cruel, aloud**)
12 Every morning Jim goes to work again. (**goes, again**)
13 The young baby was playing with a plastic toy. (**young, plastic**)
14 Our new librarian recalled the books back. (**new, back**)
15 That Mr. Hunt is a stingy miser. (**That, stingy**)

D

help	increase
assist	enlarge

Help means about the same thing as *assist. Increase* means about the same thing as *enlarge.* Words with the same or nearly the same meaning are synonyms. *Help* is a synonym of *assist. Increase* is a synonym of *enlarge.*

Directions:

assist teach flat thief precise

From these words choose a synonym for each word in heavy type below. Write the synonym.

16 Did they catch the **robber**?
17 The ground was **level**.
18 Will you **help** at the school fair?
19 I have the **exact** amount of change.
20 Can you **instruct** a class in art?

E

remember	brave
forget	cowardly

Remember is the opposite of *forget. Brave* is the opposite of *cowardly.* Words with opposite meanings are antonyms. *Remember* is an antonym of *forget. Brave* is an antonym of *cowardly.*

Directions:

sweet boring fresh polite careful

From these words choose an antonym for each word in heavy type below. Write the antonym.

21 This orange tastes **bitter**.
22 Where did you find this **stale** bread?
23 Jim said the book was **interesting**.
24 Barb is a **careless** reader.
25 That boy is **rude**.

Use Your Imagination

Do you think a dolphin would make a good pet? Pretend you live near the ocean and make friends with a dolphin. Tell a story about it.

Nat Stops a Holdup

by Harold W. Felton

1 Nat Love, an American Negro, was born a slave in Tennessee in 1854. After his master gave him his freedom, he traveled to the West and became a cowboy. In later life he was a train porter and a bank guard. But he always liked his cowboy life best—a rough life that was sometimes filled with adventure and danger. He died in California in 1921.

2 One autumn Nat Love and his crew of cowboys had driven a herd of cattle from Arizona to Wyoming. After they delivered the cattle, the men went their separate ways and Nat began his journey home to Arizona alone.

3 He rode along and came to the crest of a hill. Below there was a narrow valley. A river divided the valley, and a railway track

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ran along the water's edge.

4 A short distance down the tracks, Nat saw a lonely station standing near some cattle pens and a few old buildings. Nat knew that this was part of the main line of a big railway. He decided to visit the station, thinking that he might stay there overnight.

5 Suddenly he noticed five horsemen at the bottom of the hill. There was no way to avoid meeting the strangers, because they had already seen him. Nat touched his six-guns, glanced at his rifle in its case, and rode down the hill.

6 As he approached the men, Nat saw that they were a tough-looking bunch. "Howdy," he said, smiling and raising his hand in greeting. "My name's Nat Love, and I'm heading home for Arizona."

7 The men greeted him with some mumbled grunts. "Are you stopping for tonight?" one of the strangers asked.

8 Nat had thought it would be pleasant to spend the night at the station and enjoy some company for a few hours. But the man's question made him suspicious, so he decided to play it safe.

9 "No," he answered, "I plan to ride for a couple of hours before dark. I want to travel the greatest distance I can."

10 "Are you sure you ain't stopping?" the man insisted.

11 Nat was glad he had said he was traveling on. In the American West a person had a right to be uneasy about someone who asked too many questions.

12 "No, I'm planning to travel at least six or eight miles before dark," Nat replied.

13 The men exchanged glances. An uneasy feeling was growing in Nat that these five ruffians were up to something—something they didn't want him to see.

14 He rode with the riders toward the station. They discussed the weather, the price of cattle, and the way the countryside looked. When they reached the station Nat said, "So long."

15 "Good riding," the horsemen answered.

16 The words were friendly, or seemed to be, but Nat was still suspicious. He rode slowly past the cattle pens and a freight shed. When he was sure he was out of sight, Nat dismounted. After checking his loaded guns he started back to the lonely railway station, keeping in the shadow of the cattle pens.

17 Nat paused, but he saw nothing and heard no sound. Bending low, he moved again toward the station.

18 He slipped up to a window and looked in. There were his recent companions, standing with drawn guns. They were facing the station master, whose hands were raised.

19 "All right, open the safe," Nat heard a voice say.

20 A chill ran through Nat. His suspicions about the strangers had been correct! Now he had seen all he needed to.

21 Nat kicked the door open and stood in the entrance, his guns ready.

22 "Drop your guns," he commanded. The station echoed noisily as guns fell to the floor.

23 But two of the holdup men didn't drop their guns. Instead they began walking toward a side door. Nat fired into the air and the two robbers dropped their weapons. Then the five robbers rushed to the side door, all of them trying to crowd through it at once. Nat thought they were moving too slowly, so he fired his gun over their heads.

24 By now the station master had pulled a gun out of a desk drawer. He began firing at the feet of the frightened, scrambling thieves.

25 Finally, the doorway was empty. Nat and the station master stepped outdoors to watch as the five men mounted their horses. They helped to speed the robbers on their way by firing into the dirt near the excited horses and adding a few more shots over the robbers' heads. Soon the sound of horses' hooves had faded away in the distance.

26 "I didn't want to kill anybody," said Nat.

27 "No," said the station master. "There was no need to take them prisoner, either, since we wouldn't have been able to guard them properly."

28 So Nat Love was able to spend the night at the station after all. He and the station master became friends and remained so for life.

How Well Did You Read?

1 (*Recall the details.*) When Nat first saw the valley, he thought he might
- **a** spend the night at the station
- **b** stay next to the river
- **c** ride through the valley without stopping

2 (*Recall the order.*) The *first* thing Nat did after he saw the five men was
- **a** touch his guns
- **b** say hello
- **c** ride down the hill

3 (*Recall the reason.*) Nat was suspicious of the five men because they
- **a** looked tough
- **b** talked among themselves in whispers
- **c** asked him if he was stopping for the night

4 (*Recall the details.*) After Nat said goodbye to the five men he rode
- **a** on his way
- **b** out of sight and dismounted
- **c** around to the back of the station

5 (*Tell how they were alike.*) Both the station master and Nat thought they should have
- **a** killed the men
- **b** taken the men prisoner
- **c** let the men get away

Learn about Words

A Often you can find out the meaning of a word from the way it is used in a story. The other words in the story help you.

Directions: Look at the numbered paragraph in the story. Find the word that best fits each meaning below. Write the word.

1 different; opposite (2)
2 deep, gruff sounds made in the throat (7)
3 demanded; kept on asking (10)
4 uncomfortable; disturbed; worried (11)
5 cruel, rough persons; tough-looking persons (13)
6 stopped a moment; waited a bit (17)
7 feelings of doubt and mistrust (20)

B Many words have more than one meaning. The way a word is used tells you which meaning the writer had in mind.

Directions: Look at each word in heavy type below. Look back at the numbered paragraph in the story. Which meaning does the word have there? Write **a** or **b**.

8 **rough** (1)
- **a** not smooth; not level; bumpy
- **b** harsh; uncomfortable; not easy

9 **slipped** (18)
- **a** slid
- **b** moved quietly

10 **scrambling** (24)
- **a** tossing together; mixing
- **b** hastily moving; scurrying

C

repaint = re + paint
unusual = un + usual

When the letters *re* and *un* are added at the beginning of a word, they are prefixes.

painted = paint + ed
painting = paint + ing
usually = usual + ly

When the letters *ed, ing,* and *ly* are added at the end of a word, they are suffixes. Sometimes both a prefix and a suffix are added to a word:

repainted = re + paint + ed
repainting = re + paint + ing
unusually = un + usual + ly

When a prefix or a suffix or both are added to a word, they make a new word.

Directions: Rewrite the words so that they are divided into the prefix (if there is one), the word, and the suffix (if there is one). Example: You read *uncovered.* You write *un + cover + ed.*

11 swiftly
12 retell
13 granted
14 unwisely
15 refilled

D

He brates.	They brate.
It brates them.	They brate them.

The word *brate* is not a real word, but you know that it tells what someone or something does. A word that tells what someone or something does—that expresses an action—is a verb. To find out whether a word is a verb, try it in place of *brate* or *brates* in the sentences above. If the word makes sense in at least one of the sentences, the word is a verb.

Directions: Look at the word in heavy type in each of the following sentences. If it is a verb, write "verb." If it is not a verb, write "not verb." If you aren't sure, try it in each of the sentences above. Then write your answer.

16 Can you **think** in a noisy room?
17 In the **morning** we went to the zoo.
18 We are going to **bring** our lunches.
19 The snow is so **deep** that we can't move.
20 Sandy likes to **read** the newspaper.

E The boys *moved like snakes* through the tall grass.
The boys *snaked* through the tall grass.

These two sentences mean the same thing. They both mean that the boys crawled silently through the tall grass the way snakes do. The phrase "moved like snakes" in the first sentence is changed to "snaked" in the second sentence. The verb *snaked* means "moved like snakes."

Directions: Choose the word that makes the second sentence mean the same as the first. Write that word.

21 Leaves fell off the tree like rain. Leaves (**rained, drifted**) from the tree.
22 Jim ran down the track like a streak. Jim (**streaked, strode**) down the track.
23 They pushed the men into a bus as they would push a herd of cattle into a pen. They (**herded, helped**) the men into a bus.
24 Dan acted like a clown to amuse the children. Dan (**sang, clowned**) to amuse the children.
25 The bird flew up from the bush like a rocket. The bird (**rocketed, rose**) from the bush.

Use Your Imagination

What do you think the five men did after Nat and the station master chased them away? Do you think they were angry at Nat? Do you think they tried to get even with him? Tell a story about what they might have done.

The Last of the Great Buffalo Herds

by Robert M. McClung

1 *For thousands of years, great herds of huge ox-like animals with shaggy hair and a hump between their shoulders roamed across North America. They were the American bison, commonly called buffalo.*

2 *When the white man began to settle the American West, he killed great numbers of these animals. By the year 1884 there were no more great buffalo herds. By the time the people of the United States passed laws to protect the few buffalo that were left, it was almost too late. Today buffalo live in game preserves, but great herds will never again be seen on the open plains.*

3 *This story is about a buffalo that lived during those last years of the great herds—a buffalo named Shag.*

4 Shag was eleven years old in 1882, and he weighed two thousand pounds. For years he had fought for and kept the leadership of a small band of buffalo. He was the biggest

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and the strongest of all the buffalo.

5 These were terrible years for the buffalo. All over the West the guns of the white men were killing the great humpbacked beasts. Now buffalo remained in numbers only in the Northwest, where Shag lived. The white men were settling this part of the country more slowly. It was the only place left for the buffalo and the Plains Indians who depended on them for food and shelter.

6 But there, too, both were being hunted down. By the winter of 1882 most of the Indians had been moved to reservations. And where once there had been about sixty million buffalo, fewer than a hundred thousand remained.

7 In the spring of 1883 Shag's little band wandered out of a valley in Wyoming and moved along the Powder River. Other buffalo joined them, and soon there were thousands—the last big herd of buffalo anywhere.

8 Then, from all over the West, buffalo hunters came after this last herd. They lay in wait at the watering places of the buffalo. From morning until evening their guns boomed from the hillsides. At night they camped around the herd. There was no escaping them. Thousands of buffalo were killed each day.

9 In two weeks, when the animals crossed the Yellowstone River, most of the herd had been killed. The few tiny bands that survived scattered in all directions.

10 In Shag's band one buffalo cow was killed by a hunter, and Shag was wounded. When he recovered, the tiny group moved up into the high country.

11 As winter approached, Shag and his band drifted down toward the low country for shelter. They reached a river and stayed there for five months, even though they couldn't find much food along the snowy banks.

12 Spring came and the buffalo headed for the hills. In May each of the buffalo cows had a calf. They were sturdy, lively, playful little buffalo.

13 One morning, as the tiny band was grazing, a huge grizzly bear came out into the clearing and headed for the calves. Snorting, Shag lumbered over to stand between the calves and the charging bear.

14 The cows and calves moved away just as the bear, snarling with rage, rushed straight at Shag. Shag planted his hooves firmly in the ground, lowered his head and sharp horns, and waited. As the bear struck his shoulder with a sledgehammer blow of a huge paw, Shag drove his horns into the grizzly's side with all his strength.

15 The little clearing echoed with Shag's bellows and the snarls of the bear. Soon the buffalo was slowing down in fighting off the grizzly, for he was badly wounded. The bear was badly hurt too, but he kept attacking. He knew that Shag was tiring.

16 Suddenly an arrow flew through the air and buried itself in the bear's chest. A second arrow went speeding into the grizzly's side, then a third, and a fourth. The bear fell down, rolling, snarling, and biting. Finally he lay still.

17 Silence fell over the clearing. As Shag sank to the ground exhausted, an Indian appeared from the shadows. Shag tried to get up and run away, but he was too tired. The Indian squatted down a short distance from the buffalo.

18 "Rest easy, humped one," he said. "I will not harm you."

19 The Indian paused, looking at the wounded buffalo. Then he continued, "Once you and I were free. I hunted you then, and you provided me with everything I needed. Then the whites came, and now you and I are both hunted creatures."

20 Shag struggled to his feet, blowing out heavy breaths. Then he moved off as fast as his weary legs would carry him.

21 "Go on, great humped one," the Indian said. "Maybe you can escape for a little longer."

22 Shag was running now. He was tired, but his legs felt strong again. In the distance he saw the cows and calves. They were waiting for him.

How Well Did You Read?

1 (*Recall the reason.*) Shag was the leader of his band of buffalo because he
- **a** fought for leadership and kept it
- **b** was the oldest and wisest
- **c** Neither *a* nor *b*

2 (*Recall the details.*) The years Shag lived were terrible ones for the buffalo because
- **a** the herds had no place to go
- **b** white men were killing buffalo with guns
- **c** Indians were using buffalo for food

3 (*Recall the result.*) When the last big buffalo herd was formed in 1883,
- **a** Shag became leader of all buffalo
- **b** they stayed in a valley until winter
- **c** white buffalo hunters came after them

4 (*Recall the details.*) The fight between the grizzly and Shag ended when
- **a** Shag fell down exhausted
- **b** Shag knocked down the grizzly
- **c** the Indian shot the grizzly

5 (*Recall the reason.*) The Indian did not harm Shag because the Indian
- **a** was not hungry
- **b** knew how it felt to be hunted
- **c** was not allowed to hunt buffalo

Learn about Words

A Often you can find out the meaning of a word from the way it is used in a story. The other words in the story help you.

Directions: Look at the numbered paragraph in the story. Find the word that best fits each meaning below. Write the word.

1 long, thick, and tangled (1)
2 move into and build homes in (2)
3 lands set aside for use by Indians (6)
4 roamed; moved without direction (7)
5 continued to live; stayed alive (9)
6 moved in a heavy, clumsy way (13)
7 animals (19)

B Many words have more than one meaning. The way a word is used tells you which meaning the writer had in mind.

Directions: Look at each word in heavy type below. Look back at the numbered paragraph in the story. Which meaning does the word have there? Write **a** or **b**.

8 preserves (2)
- **a** kinds of jam made with whole fruit
- **b** places where animals are protected

9 recovered (10)
- **a** became well
- **b** got back

10 exhausted (17)
- **a** used up; spent
- **b** tired out; very weary

C He was a very *framish* man.
It seems *framish.*

The word *framish* is not a real word. But you know that it tells what someone or something is like. When a word describes a noun or pronoun (such as *man* or *it*), that word is an adjective. To find out whether a word is an adjective, try it in place of *framish* in the sentences above.

Directions: Look at each word in heavy type. Does it describe a noun or pronoun? Would it work in place of *framish* in the sentences above? If so, write "adjective." If not, write "not adjective."

11 Put it on the **desk**.
12 Look at that **yellow** moon!
13 We want a **big** pumpkin.
14 Give the boys a **hot** meal.
15 Take the dog for a **walk**.

D He did it *rotly.*

The word *rotly* is not a real word. But if it were, it would probably be an adverb. An adverb usually tells how or when something was done.

Directions: Try each word below in place of *rotly* in the sentence. If it makes sense, write "adverb." If it does not make sense, write "not adverb."

16 proudly
17 early
18 gladly
19 walk
20 bravely

E grab green grin grow
a b c d e f g h i j k l m n o . . .

Words that have the same first two letters but different third letters are put in alphabetical order by their third letters. The words *grab, green, grin,* and *grow* all start with *gr.* The third letters in these words are *a, e, i,* and *o.* Since *a* is the first letter in the alphabet, *grab* is the first word. The letter *e* comes next, so *green* is the second word. The last two words follow in alphabetical order. Understanding alphabetical order will help you use the dictionary.

Directions: The words in each group are not in alphabetical order. On a piece of scratch paper, write the words in alphabetical order. Then write the word that comes *last* on your record page.

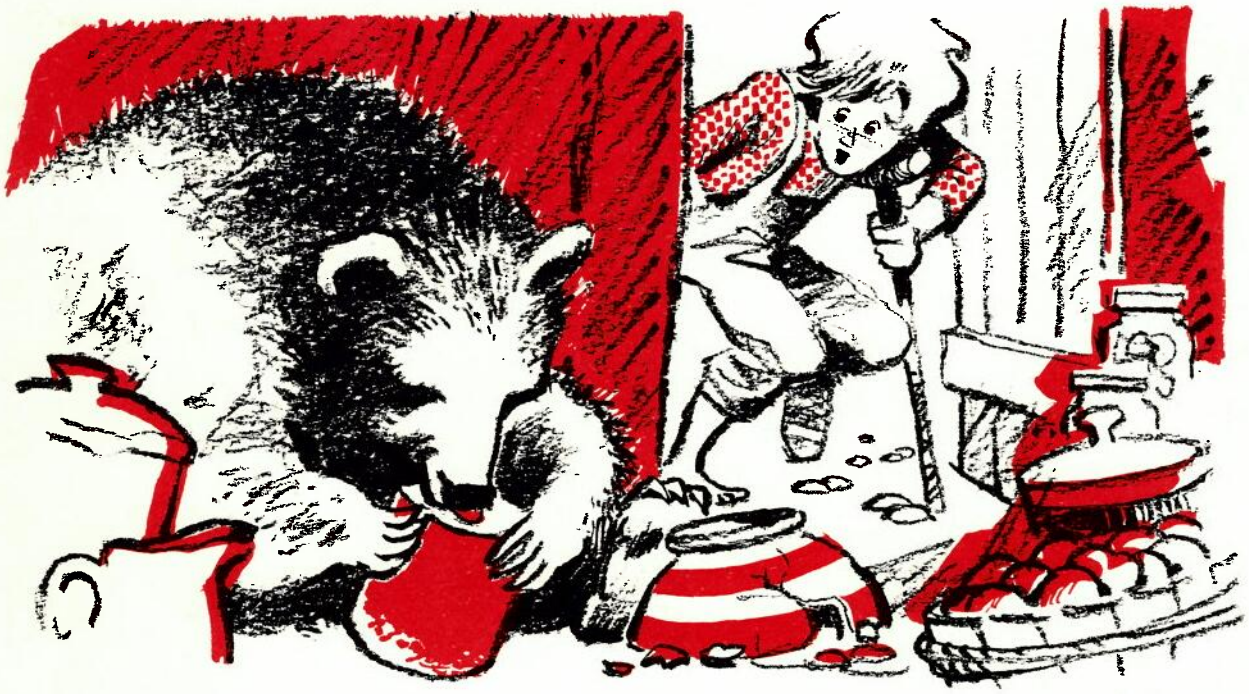
21 Ann answers any animal
22 frantic frogs frighten Freddy
23 handcuffs halted Harry's havoc
24 please plant plum plots
25 witches wipe windows widdershins

Use Your Imagination

It was an Indian who killed the grizzly and saved Shag. Do you think Shag and the Indian became friends? Make up your own story about them.

Little Lihu's Lucky Day

by May Justus



1 *This is a folktale from the Great Smoky Mountains region. The writer heard this story when she was growing up in that part of the United States.*

2 There were thirteen people in the Linders family, counting Grandpa Linders who was ninety and Little Lihu who was ten. In between, there were Pappy, Mammy, and nine other children.

3 Some folks consider thirteen a very unlucky number. The Linders's neighbors were always reminding them that Little Lihu was the thirteenth in the family. And his family tried in every possible way to keep Lihu from having bad luck. They always warned him with some old saying:

4 "Don't put your left shoe on first."

5 "Don't look over your shoulder at the moon when it's new."

6 "Never touch a toad."

7 "If you meet a black cat, turn and walk three steps back."

8 That wasn't all. Mammy was always dosing Lihu with herb tea that was made from roots, dried leaves, and berries. But no mat-

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ter what was in it, the tea never tasted nice. Lihu thought he'd rather be sick than drink a dose of that tea!

9 Mammy dosed him anyway and said, "I'm taking no chances with you, Little Lihu."

10 One day Little Lihu started walking under a ladder that was leaning against the house. Pappy, who was mending the roof, looked down and saw Little Lihu.

11 "Don't walk under the ladder," he yelled. "It's bad luck!"

12 That scared Little Lihu so much that he tripped on the ladder and hurt his foot.

13 What bad luck! Little Lihu had to hobble about on a homemade crutch with his foot done up in a pine-tar plaster. Worst of all, Mammy used his accident as an excuse for dosing him with herb tea.

14 Some time later, Uncle Ed Holder came to invite the Linders men and boys to go on a bear hunt. A big bear had been seen on the other side of the mountain.

15 "He's the varmint that caused so much excitement here lately," said Uncle Ed. "Reckon you've heard tell of him."

16 "No," said Pappy, "but isn't bear hunting against the law?"

17 "Not this kind of bear hunting," Uncle Ed answered. "This bear escaped from the Bluff City Zoo. They've offered a reward for him —fifty dollars cash!"

18 Words of wonder were heard from the Linders clan.

19 "Do tell!"

20 "Great forever!"

21 "Jumping grasshoppers!"

22 Then everybody started talking about how the bear could be captured.

23 Little Lihu listened to the talk and wished that he could go along. Bad luck had come to him, sure enough, from that ladder! Sadly, he watched the hunting party leave. Then he got his banjo and hobbled off slowly to the apple orchard.

24 After Lihu ate some apples, he decided to have another treat. A few days before, the menfolk had robbed the bees and stored the honey in the springhouse a little way up the creek. Pappy and Mammy wouldn't care if he helped himself to a big hunk of honeycomb.

25 Little Lihu laid his crutch on the ground and picked up his banjo. After he tuned it, he started playing and singing a merry song. When the song was over, Little Lihu put his crutch under one arm and his banjo under the other and hobbled off toward the springhouse.

26 The springhouse wasn't far away. The small cabin over the spring was a sweet, cool place used for keeping milk, butter, and other things fresh.

27 As he drew near, Lihu saw that the door was open. Somebody had been careless. What if a stray animal got in and gobbled up the milk and butter in the cooling crocks?

28 *Crash! Smash!* Lihu heard something that sounded like crockery breaking.

29 Little Lihu tried to go faster, but his foot was hurting worse with every dragging step. Finally, with a painful gasp, he reached the springhouse.

30 What he saw inside made him reel back and drop his crutch. A big black bear was trying to reach a large can of honey on the shelf. His huge paw toppled the can. It fell to the stone floor with a bang. At the same time, Little Lihu swung shut the door.

31 Inside, the bear was jumping around with the can of honey, trying to get the lid off.

32 Little Lihu found a peephole in the cracks of the springhouse wall. He put his eye close to it to watch the bear. Now the critter was trying to break the door down.

33 Suddenly Lihu heard somebody yell, "Hey, there!"

34 Little Lihu turned and saw the hunting party. They had tracked the bear to the springhouse.

35 Little Lihu let them look at the bear through the peephole. Then he told them what had happened.

36 "Reckon," said Uncle Eben Holder, "this runaway bear is the Linders's prize."

37 "Wrong," said Grandpa. "The prize money will be given to Little Lihu!"

38 "Whoopee!" shouted Little Lihu. "Good luck for me at last!"

How Well Did You Read?

1 (*Recall the reason.*) Little Lihu's family tried to keep him from having bad luck because
- **a** their neighbors told them to do so
- **b** he was the thirteenth in his family
- **c** a black cat had run across his path

2 (*Recall the details.*) Lihu's mother was always trying to give him
- **a** rock candy
- **b** hot coffee
- **c** herb tea

3 (*Recall the details.*) Lihu wanted to go with the men on a
- **a** bear hunt
- **b** fox hunt
- **c** witch hunt

4 (*Recall the order.*) After the hunting party left, what did Lihu do *first*?
- **a** Ate some apples
- **b** Went to the springhouse
- **c** Played a song on his banjo

5 (*Recall the reason.*) Lihu caught the bear because
- **a** the bear was after the honey in the springhouse
- **b** Lihu shut the springhouse door
- **c** Both *a* and *b*

Learn about Words

A Often you can find out the meaning of a word from the way it is used in a story. The other words in the story help you.

Directions: Look at the numbered paragraph in the story. Find the word that best fits each meaning below. Write the word.

1 think; believe (3)
2 plant used for medicine or food (8)
3 support to help a lame person walk (13)
4 payment for something done (17)
5 surprise; amazement (18)
6 jars made of baked clay (27)
7 overturned; threw down (30)

B Many words have more than one meaning. The way a word is used tells you which meaning the writer had in mind.

Directions: Look at each word in heavy type below. Look back at the numbered paragraph in the story. Which meaning does the word have there? Write **a** or **b**.

8 started (10)
- **a** began to move; went
- **b** made a sudden jerky movement

9 hobbled (23)
- **a** walked awkwardly; limped
- **b** tied a strap around a horse's legs

10 sweet (26)
- **a** fresh; pleasant
- **b** sugary-tasting

C

The plane rose high *up* in the air.
The plane rose high into the air.

When a speaker or writer is careless, he sometimes uses a word he does not need and says the same thing twice.

Directions: Choose the word that is not needed because the same idea is expressed elsewhere in the sentence. Write it.

11 Harold fell down out of the tall tree. (**down, tall**)
12 Will you please redo your work again? (**please, again**)
13 He killed the fierce dragon dead. (**fierce, dead**)
14 Jean put some sweet sugar on her fresh fruit. (**sweet, fresh**)
15 The darkness of the black winter night scared him. (**black, winter**)

D

help	increase
assist	enlarge

Help means about the same thing as *assist. Increase* means about the same thing as *enlarge.* Words with the same or nearly the same meaning are synonyms. *Help* is a synonym of *assist. Increase* is a synonym of *enlarge.*

Directions:

build tidy hit easy anger

From these words choose a synonym for each word in heavy type below. Write the synonym.

16 That problem is **simple** to solve.
17 Your **rage** shows in your red face.
18 Where did they **construct** the house?
19 Beth keeps a **neat** room.
20 Did Tom **strike** the ball?

E

remember	brave
forget	cowardly

Remember is the opposite of *forget. Brave* is the opposite of *cowardly.* Words with opposite meanings are antonyms. *Remember* is an antonym of *forget. Brave* is an antonym of *cowardly.*

Directions:

add loose full wrong generous

From these words choose an antonym for each word in heavy type below. Write the antonym.

21 Bill said the coat was too **tight**.
22 What is the **right** answer?
23 The clerk said he couldn't **subtract**.
24 Was the glass **empty**?
25 Everybody said he was a **stingy** man.

Use Your Imagination

For a long time people have thought of thirteen as an unlucky number. Do you? How do you think thirteen came to be unlucky? Can you tell a story about it?

Squirrel in a What?

by Dr. Wesley A. Young
and Gloria D. Miklowitz

1 The telephone rang at the Animal Rescue League one busy Saturday morning. I was putting a splint on a dog's leg, so Harry, one of our staff assistants, took the call. He listened carefully, wrote down an address, and then went out.

2 About an hour later Harry telephoned. "Say, Doc, I'm in Brookline, and I've got a problem. Some people out here have a son who plays the tuba and this afternoon he's supposed to play in the school band. But a squirrel crawled into the instrument and I can't get it out. I've done everything I could think of. I've blown into the tuba, hollered into it, shaken it, reached into the bell with sticks and wires, but the squirrel won't budge. It's nearly noon, Doc, and we're running out of time. What'll I do?"

Adapted from the book THE ZOO WAS MY WORLD by Dr. Wesley A. Young and Gloria D. Miklowitz. Copyright © 1969 by Dr. Wesley A. Young and Gloria D. Miklowitz. Published by E. P. Dutton & Co., Inc. and reprinted and adapted with permission.

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3 "Oh, come on, now," I said. "What would a squirrel be doing in a tuba? There's probably something wrong with the instrument."

4 "No, Doc, it's a squirrel, all right. This boy, Skip, found a baby squirrel and adopted it. He takes good care of it and carries it everywhere with him. He even keeps it in his pocket when he practices the tuba."

5 "What makes everyone so sure the squirrel's *in* the tuba?" I asked.

6 "They can't find it anywhere in the house," Harry answered.

7 "Well, a squirrel isn't likely to stay in a house now, is it? Maybe something's wrong with the tuba," I argued.

8 Harry insisted patiently, "It's a squirrel, Doc. I can feel it."

9 "What?"

10 "Well, the squirrel must have entered the bell opening and crawled a few rounds into the tuba. Then the instrument became too narrow for it to continue. If you feel the metal from the bell up, there's a warm spot where the animal must be stuck," Harry explained.

11 I could imagine the tuba—several feet of metal tubing winding round and round from the bell to the mouthpiece. Somewhere in those coils was a poor, confused squirrel, too large to move forward and too afraid to move backward.

12 "Bring the tuba into the office," I told Harry. "I don't know what we'll do, but we'll try."

13 Twenty minutes later Harry arrived, with the tuba around his neck and a small army behind him. There was Skip, the tuba player, ruddy-faced, plump, and frightened. His mother and father came next, glancing nervously at their watches. They were followed by some of Skip's friends who were carrying band instruments.

14 Harry and Skip moved my hand over the tuba until we located the warm spot. There was no doubt that there was something alive inside the horn.

15 I began to work. I shook the instrument, blew it, and did the same things that Harry had done, but nothing happened.

16 Then Skip's parents removed the valves and mouthpiece of the tuba. We gently pushed wires through the openings, but still nothing happened. I replaced the mouthpiece and blew a few sour notes, gently at first, then loudly. The squirrel didn't budge. I ran the scale, hoping that changing the pitch might get it to back out, but nothing succeeded.

17 During all this time the office had filled with spectators. All kinds of people had crowded into the room. Some watched, while others gave advice on how to remove the squirrel.

18 Skip stood by in tears, first on one side of me, then on the other. He was afraid that his pet might be injured by the things that were being pushed into the bell.

19 Skip's musician friends shifted from one foot to the other. They kept looking at the clock, but they didn't want to leave before the squirrel came out.

20 Then I had an idea. I put a few drops of chloroform into the mouthpiece. I hoped that the strong odor would make the squirrel back out. Then I blew softly into the tuba. The room was silent as everyone listened, but not a sound was heard.

21 I puffed more chloroform into the mouthpiece. This time there was the sound of urgent scratching. When I shook the tuba, out came a small brown squirrel! It was a bit woozy from the chloroform, but it was free.

22 A cheer went up from the spectators. Everyone laughed and clapped. Skip scooped up his pet and hugged it to him.

23 "Gee, thanks, Doc," Skip said. Then, glancing at the clock, alarmed, he put the squirrel under one arm, grabbed the tuba, and headed for the door.

24 I last saw Skip when he took part in the parade. He marched along confidently, blowing deep, mellow tones on his tuba. Harry and I stood at the curb, cheering as he passed. Skip looked fine in his uniform that was all red and gold, except for one brown spot. As we looked more carefully, we saw that it was the little brown squirrel, peeping out of a pocket!

How Well Did You Read?

1 (*Recall the reason.*) Harry was trying to remove the squirrel from the tuba because Skip
- **a** was afraid the squirrel would get hurt
- **b** was supposed to play in the school band
- **c** Neither *a* nor *b*

2 (*Recall the details.*) When Harry first told the doctor about the squirrel, Dr. Young
- **a** didn't believe the squirrel was in the tuba
- **b** thought Harry was lying to him
- **c** Both *a* and *b*

3 (*Recall the reason.*) Harry knew the squirrel was in the tuba because he
- **a** had seen it crawl in
- **b** felt a warm spot in the horn
- **c** knew that squirrels like to be in tubas

4 (*Recall the order.*) Which of these things did Dr. Young do *first*?
- **a** Shook the instrument
- **b** Pushed wires into the horn
- **c** Replaced the mouthpiece and blew some notes

5 (*Recall the details.*) Dr. Young finally got the squirrel out by
- **a** putting drops of chloroform into the tuba
- **b** taking the tuba apart
- **c** reaching in and pulling the squirrel out

Learn about Words

A Often you can find out the meaning of a word from the way it is used in a story. The other words in the story help you.

Directions: Look at the numbered paragraph in the story. Find the word that best fits each meaning below. Write the word.

1 helpers (1)
2 bewildered; mixed up (11)
3 found; discovered the position of (14)
4 turned out well; worked as planned (16)
5 onlookers; bystanders; observers (17)
6 changed position; moved (19)
7 soft and rich-sounding (24)

B Many words have more than one meaning. The way a word is used tells you which meaning the writer had in mind.

Directions: Look at each word in heavy type below. Look back at the numbered paragraph in the story. Which meaning does the word have there? Write **a** or **b**.

8 band (2)
- **a** thin, flat piece of material
- **b** musical group

9 warm (10)
- **a** friendly; interested
- **b** more hot than cold

10 scale (16)
- **a** series of musical sounds
- **b** part of the flat covering of a fish

C

repaint = re + paint
unusual = un + usual

When the letters *re* and *un* are added at the beginning of a word, they are prefixes.

painted = paint + ed
painting = paint + ing
usually = usual + ly

When the letters *ed, ing,* and *ly* are added at the end of a word, they are suffixes. Sometimes both a prefix and a suffix are added to a word:

repainted = re + paint + ed
repainting = re + paint + ing
unusually = un + usual + ly

When a prefix and a suffix or both are added to a word, they make a new word.

Directions: Rewrite the words so that they are divided into the prefix (if there is one), the word, and the suffix (if there is one). Example: You read *uncovered.* You write *un + cover + ed.*

11 rejoining
12 reshape
13 uncommonly
14 sadly
15 handed

D

He brates. They brate.
It brates them. They brate them.

The word *brate* is not a real word, but you know that it tells what someone or something does. A word that tells what someone or something does—that expresses an action—is a verb. To find out whether a word is a verb, try it in place of *brate* or *brates* in the sentences above. If the word makes sense in at least one of the sentences, the word is a verb.

Directions: Look at the word in heavy type in each of the following sentences. If it is a verb, write "verb." If it is not a verb, write "not verb." If you aren't sure, try it in each of the sentences above. Then write your answer.

16 The baby was sitting in the **playpen**.
17 Let's stop and **rest** for a while.
18 The bell began to **ring**.
19 They lost **some** of the ships.
20 If you **study,** you will pass the test.

E The boys *moved like snakes* through the tall grass.
The boys *snaked* through the tall grass.

These two sentences mean the same thing. They both mean that the boys crawled silently through the tall grass the way snakes do. The phrase "moved like snakes" in the first sentence is changed to "snaked" in the second sentence. The verb *snaked* means "moved like snakes."

Directions: Choose the word that makes the second sentence mean the same as the first. Write that word.

21 Like a parrot, he repeated what I said. He (**parroted, rephrased**) what I said.
22 The house sat like a crown on the hill. The house (**crowned, hid**) the hill.
23 The big tree rose like a tower over the small trees. The big tree (**loomed, towered**) over the small trees.
24 He followed the man as closely as a dog would follow someone. He (**dogged, searched**) the man.
25 He ate his food as fast as a wolf eats its kill. He (**swallowed, wolfed**) his food.

Use Your Imagination

What if the doctor hadn't used the chloroform to get the squirrel out of the tuba? What could he have done? What would you have done if you were the doctor? Tell a story about it.

Pierre's Father

by Elizabeth Coatsworth

1 Pierre's father had grown very thin since he and the rest of the Watusi had fled from Rwanda. He looked out on this new village with sunken eyes, as though he cared for nothing and would never care for anything again.

2 Pierre knew what troubled his father. He knew what it meant to be a Watusi. It meant owning a herd of great, long-horned cattle. It meant taking them to graze and protecting them from lions and other dangers. A Watusi's herd was his life. And Pierre's father had lost his herd.

3 The Watusi had lived in Rwanda for a long, long time. They had come there from somewhere in the north of Africa, but no one remembered exactly where. The people of Rwanda admired the tall Watusi men who carried spears and fought with great courage to defend their herds of cattle. To them the Watusi were nobles, and they accepted the Watusi as their rulers.

4 But then war had broken out in Africa. Many tribes rose against the Watusi and killed great numbers of them. Pierre's family escaped, but they had to leave the cattle

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behind. They fled to Tanzania. But when they got there, Pierre's father wished only to die.

5 In Tanzania the Watusi were given a village in which to live. They planted crops but the crops failed, for there was no rain. Food was scarce. The women did what they could, but the men sat and looked into the distance.

6 Then the Watusi were offered beautiful land in the highlands, but they refused it. They said they would stay in the village to die. It was closer to their old homes, where they had grazed their herds.

7 The women listened. They would starve to death if they must, but they wanted their children to live. Yet the Watusi men would not move to better land.

8 One day Pierre came home with the news that a man from the United Nations had come to the village. "He is a white man called Mr. Fischer. He speaks our language, but he makes funny mistakes."

9 Pierre said that Mr. Fischer had brought food for each family. And each family would have a piece of land. Mr. Fischer had brought seeds so that the families could plant gardens.

10 Pierre's mother was interested, but his father said nothing.

11 Every day Pierre described what Mr. Fischer was doing. "Great machines have come now, and other white men. They are digging wells for drinking water," he said a few days later.

12 Many Watusi went to see how the wells were being dug, but Pierre's father refused to go.

13 Next, Pierre reported that Mr. Fischer was digging ponds where they could catch fish. But Pierre's father would not go to see the ponds.

14 Nor would he go to see the sawmill or the hospital when they were built.

15 But Pierre's uncle had become interested in what Mr. Fischer was doing. He said, "Mr. Fischer says that this village may never be home to us men. But it may be home to you children, and we must make it a good home."

16 Pierre repeated this to his father. "That is true," said his father. "My heart is still in Rwanda, but you must become part of this new place."

17 Pierre looked at his father. To him, his father was like the night—dark, wise, and mysterious. Mr. Fischer was like the day—always doing something, planning, arguing, laughing, scolding.

18 One day Pierre and his sister brought home the news that a school would be built. That evening Pierre's father took a walk through the village, but he said nothing when he came back.

19 "Why isn't your father interested in what is going on?" Mr. Fischer asked Pierre one day.

20 "He longs for the cattle," said Pierre. "A Watusi's life is with his herd."

21 "Ah," said Mr. Fischer, thoughtfully.

22 One morning a month or two later, Pierre went to see what was happening in the village. At the edge of the square stood six trucks. And the men were unloading gentle, great-horned Watusi cattle from the trucks!

23 Pierre raced home. "Father! Father!" he cried. "The Watusi cattle have come!"

24 His father sprang to his feet. He was not ashamed to run. Soon Pierre's father stood beside Mr. Fischer. He laughed like a child. "They have come," he said, over and over.

25 "They have come," said Mr. Fischer. "Later there will be more for those who will work for them."

26 The thin, worried face of Pierre's father grew bright with joy. "I will work, and all my family will work with me," he said. His voice was like a song.

27 Pierre watched his father and Mr. Fischer. Now his night and day were one. The two halves of his world had been joined. And everything was all right at last.

How Well Did You Read?

1 (*Recall the reason.*) Pierre's father was sad because he
- **a** didn't have his cattle
- **b** missed his garden
- **c** Both *a* and *b*

2 (*Recall the result.*) Because many tribes rose against them, the Watusi fled to
- **a** Ghana
- **b** Tanzania
- **c** Nigeria

3 (*Recall the details.*) What happened after the crops failed in the Watusi village?
- **a** The men sat and looked into the distance.
- **b** The men refused to move to better land.
- **c** Both *a* and *b*

4 (*Recall the order.*) Which of these things did Mr. Fischer do *first*?
- **a** He built a sawmill and a hospital.
- **b** He brought food for each family.
- **c** He dug wells for drinking water.

5 (*Recall the reason.*) At the end of the story Pierre's father was happy because
- **a** he was going back to Rwanda
- **b** Mr. Fischer brought cattle
- **c** Neither *a* nor *b*

Learn about Words

A Often you can find out the meaning of a word from the way it is used in a story. The other words in the story help you.

Directions: Look at the numbered paragraph in the story. Find the word that best fits each meaning below. Write the word.

1 worried; bothered (2)
2 feed on growing grass (2)
3 defending; keeping them from harm (2)
4 bravery (3)
5 hard to get; in short supply (5)
6 hard to understand; puzzling (17)
7 brought together (27)

B Many words have more than one meaning. The way a word is used tells you which meaning the writer had in mind.

Directions: Look at each word in heavy type below. Look back at the numbered paragraph in the story. Which meaning does the word have there? Write **a** or **b**.

8 admired (3)
- **a** had great respect for
- **b** looked at with wonder and curiosity

9 repeated (16)
- **a** told; reported; quoted
- **b** said again what he had said before

10 bright (26)
- **a** clever; intelligent
- **b** cheerful; happy

C He was a very *framish* man.
It seems *framish.*

The word *framish* is not a real word. But you know that it tells what someone or something is like. When a word describes a noun or pronoun (such as *man* or *it*), that word is an adjective. To find out whether a word is an adjective, try it in place of *framish* in the sentences above.

Directions: Look at each word in heavy type. Does it describe a noun or pronoun? Would it work in place of *framish* in the sentences above? If so, write "adjective." If not, write "not adjective."

11 Write it in **big** letters.
12 Write it in your **notebook**.
13 Catch me if you **can**!
14 I had a **wonderful** dream.
15 Stay out of the **deep** water.

D He did it *rotly.*

The word *rotly* is not a real word. But if it were, it would probably be an adverb. An adverb usually tells how or when something was done.

Directions: Try each word below in place of *rotly* in the sentence. If it makes sense, write "adverb." If it does not make sense, write "not adverb."

16 who
17 happily
18 happy
19 quietly
20 gently

E gra**b** gree**n** gri**n** gro**w**
a b c d **e** f g h **i** j k l m n **o** . . .

Words that have the same first two letters but different third letters are put in alphabetical order by their third letters. The words *grab, green, grin,* and *grow* all start with *gr.* The third letters in these words are *a, e, i,* and *o.* Since *a* is the first letter in the alphabet, *grab* is the first word. The letter *e* comes next, so *green* is the second word. The last two words follow in alphabetical order. Understanding alphabetical order will help you use the dictionary.

Directions: The words in each group are not in alphabetical order. On a piece of scratch paper, write the words in alphabetical order. Then write the word that comes *last* on your record page.

21 did Dick dine directly
22 six silly sisters sighed
23 Brad brings brown bread
24 Lisa likes little lilies
25 Charles chews chocolate chips

Use Your Imagination
Suppose you were suddenly forced to leave your homeland and your way of life. How would you feel? What would be the hardest thing to leave behind?

What's Your Name?

by Eva Knox Evans

1 Everybody in the world has one. And to each person his name is important because it belongs to him. Names are handy things to have, too. Without them, you'd have to go around yelling "Hey, you!"

2 Or "Hello, girl-with-the-red-hair."

3 Or "Thank you, man-who-lives-at-the-end-of-the-street."

4 Wouldn't it be silly?

5 At first, people had only one name. That name meant something, and still does, for that matter.

6 Most first names in the English language came from old Hebrew and Latin words. Usually, we're named after a relative or friend, or our mothers and fathers picked a name because they liked the sound of it. But our very-long-ago grandmothers and grand-

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fathers almost always selected a name for their baby because of the meaning of the word.

7 For instance, John or Nathan means "gift"; Frank means "free"; Egbert, "famous with a sword"; and Charles stands for "strong." Thomas is a word for "twin" and David is "beloved."

8 Girls' names mean something too. If you know a Helen, her name means "light." Hannah and Ann have the same meaning: "grace." And Sarah is a "princess."

9 Now, first names are all we need when we're at home. But it's different when you go out to play or to school.

10 You might run into a lot of Jeans and Johns and Davids and Sues. You could get all mixed up and not know who was who.

11 That's why last names started. They were nicknames!

12 Suppose there was a certain Thomas. At first he was very small as was only natural. But by and by he grew and grew until one day his mother said, "My goodness, that Thomas is getting tall. Look how long he is!"

13 After that they called him Long Thomas. But later it got switched around so that Long became his last name, and he was called Thomas Long. It was his children's last name and their children's last name, until you may know someone this very day named Long. He may not be very tall, either.

14 Or it happened like this: There was a certain John who was learning to be a blacksmith. So he was called John, the Smith. People are always in a hurry, so it wasn't long until he was just called John Smith.

15 Perhaps you know someone whose last name is Smith, although he may not be a blacksmith at all.

16 Last names also started like this: There was a certain Richard. His first name means "powerful," but he didn't have a last name. Since his father's name was James, he was called Richard, son of James, and later just Richard Jameson.

17 The places where they lived gave some people their last names. Suppose Mr. Short was talking about Joseph.

18 "Which Joseph?" someone might ask.

19 "Why, the Joseph who lives in the field."

20 And right then that Joseph had a last name: Joseph Field. Hill and Church, Wells and Woods, Towne and Green—you can think of many more names that started that way.

21 All over the world everyone was getting his name in much the same way. Do you happen to know a Mr. Smith? Well, Smiths can be found the world over, especially in those places where horses were always needing new shoes. But because of the differences in language, Smith doesn't sound like Smith everywhere. Smith is Kovac in Polish, and Kuznetsoff in Russian, and Schmidt in German.

22 If Mr. Klein's forefathers had been born in England instead of Germany, his name would have been Mr. Small. If Mr. Brown had been born in France he would have been Mr. LeBrun. If Mr. Long had been born in Japan his name would have been Mr. Nagai.

23 Kizilbashis and O'Rourke in Turkey and Ireland, Rossi and Rossini in Spain and Italy, Ryji and Reid in Russia and England, all have names that mean exactly the same thing: "redhead"!

24 It might be fun to find out how you came to have the name you have. Sometimes it isn't easy, even if you know foreign languages or have an English name. For through the years, the words that make up our names have been shortened or changed a little. For instance, Lincoln comes from two Old English words: *Lin* meaning "a pool," and *coln* shortened from *colony.* The first Lincolns must have lived in a colony around a pool.

25 If your name ends in *ing* or *sen* or *s* or *sky* or *witz* or *ov,* it's the same as if it ended in *son.* That means that Robinson is English for Rabinowitz; Ivanov is Russian for Johnson; and Hansen is Johnson in Swedish.

26 Names are often made up of two words like Atwood, or Churchill or Greenfield. If your name ends in *berg* or *ton* or *mont,* it's the same as if it ended in *hill.* So Weisberg is German for Whitehill. Washington means "washing-hill," and maybe that's where the first Washingtons did their laundry.

How Well Did You Read?

1 (*Recall the result.*) Because there were lots of Johns, Davids, and Sues,
- **a** people were getting mixed up
- **b** last names were started
- **c** Both *a* and *b*

2 (*Recall the details.*) Some people took their last names from their
- **a** neighbors
- **b** jobs
- **c** children

3 (*Recall the reason.*) The same name doesn't always sound the same, because
- **a** languages are different
- **b** people don't say it right
- **c** it keeps changing

4 (*Recall the details.*) The ending *berg* or *ton* or *mont* means the same as
- **a** hill
- **b** son
- **c** pool

5 (*Recall the main idea.*) The story was mainly about
- **a** why and how the use of last names began
- **b** where the Washingtons used to live
- **c** Both *a* and *b*

Learn about Words

A Often you can find out the meaning of a word from the way it is used in a story. The other words in the story help you.

Directions: Look at the numbered paragraph in the story. Find the word that best fits each meaning below. Write the word.

1 useful; helpful (1)
2 speech and writing (6)
3 names added to a person's real name, or used instead of it (11)
4 strong; mighty; full of power (16)
5 ancestors; very long-ago relatives (22)
6 made shorter (24)
7 washing; clothes to be washed (26)

B Many words have more than one meaning. The way a word is used tells you which meaning the writer had in mind.

Directions: Look at each word in heavy type below. Look back at the numbered paragraph in the story. Which meaning does the word have there? Write **a** or **b**.

8 **switched** (13)
- **a** whipped
- **b** turned; changed

9 **field** (19)
- **a** wide, flat piece of land
- **b** background; surface on which something is painted

10 **pool** (24)
- **a** game played with wooden balls on a special table
- **b** small pond

C

The plane rose high *up* in the air.
The plane rose high into the air.

When a speaker or writer is careless, he sometimes uses a word he does not need and says the same thing twice.

Directions: Choose the word that is not needed because the same idea is expressed elsewhere in the sentence. Write it.

11 The wet rain splattered on the clean window. (**wet, clean**)
12 The old bus sped quickly into town. (**old, quickly**)
13 Henry's brown dog followed behind him to school. (**brown, behind**)
14 Can you always subtract nine away from twelve? (**always, away**)
15 Maria bought a pair of two red socks. (**two, red**)

D

help	increase
assist	enlarge

Help means about the same thing as *assist. Increase* means about the same thing as *enlarge.* Words with the same or nearly the same meaning are synonyms. *Help* is a synonym of *assist. Increase* is a synonym of *enlarge.*

Directions:

afraid slender quarrel explore strong

From these words choose a synonym for each word in heavy type below. Write the synonym.

16 This is a very **sturdy** table.
17 The two girls were having a **feud**.
18 They are **fearful** that he is lost.
19 They went West to **search** for gold.
20 Pam is not as **thin** as her sister.

E

remember	brave
forget	cowardly

Remember is the opposite of *forget. Brave* is the opposite of *cowardly.* Words with opposite meanings are antonyms. *Remember* is an antonym of *forget. Brave* is an antonym of *cowardly.*

Directions:

pleasant profit love friend stop

From these words choose an antonym for each word in heavy type below. Write the antonym.

21 When did you **start** reading that book?
22 That woman is always so **cross**!
23 This year their business showed a **loss**.
24 Is he your **enemy**?
25 I **hate** chocolate pudding.

Use Your Imagination

Suppose you knew people named Coolman, Birdsong, and Rabbitwarren. Make up stories to tell how their families got these names.

The Magic Spring

(a Japanese folktale)

1 Once there was an old man who lived on a farm in the country with his old wife. They were both very, very old and were beginning to stoop with years and hard work.

2 One day the old man went into the mountains to cut some firewood. While he was cutting the wood, he saw the most beautiful bird he'd ever seen in his life. "How my old woman would like to see such a beautiful, strange bird," he said to himself. So he dropped his axe and went running after the bird, trying to catch it.

3 The bird led him far up into the mountains, into a little valley where no one had ever been before. The old man was panting quite hard and becoming very thirsty, when suddenly he saw a beautiful spring of cold water bubbling up out of the ground.

4 He knelt down by the spring and scooped the water up in his hands. It was the most delicious water he'd ever tasted—crystal

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clear, cold as ice, and sweeter than new cider. "Oh, that's wonderful!" he said, realizing at the same moment that he had become very sleepy. So he lay back on the grass in the warm sunshine and fell sound asleep.

5 When he woke up, the sun was low in the sky. "My, I must have slept a long time," he said. "The old woman will be worried about me." So he jumped up and started home in a hurry. On the way he gathered the firewood he'd cut and put it on his back. It was a very heavy load, but somehow he felt very strong and the wood seemed light as a feather. He didn't even stoop as he carried it, but walked very straight. "Why, I feel just like a young man again," he said to himself. He walked along faster than he'd walked in many years and reached home very quickly.

6 The old woman was out at the gate, looking up and down the road for her husband. "Hello, old woman, I'm back," he said to her. But he'd changed so much that she didn't even know him at first.

7 "Who are you, young man?" she said.

8 "Why, I'm your old husband, of course," he said.

9 She looked very closely at him and saw that he was her husband as he had looked on their wedding day years and years before.

10 "But you've changed!" she said.

11 "What do you mean?" he asked. So she ran and got a mirror and showed him his face. He was very surprised and also very pleased. He said, "That must have been a magic spring, and when I drank its water I became young again." Then he told the old woman everything that had happened.

12 "Oh, I want to be young, too," the old woman said. "If you're so young and I'm so old, you won't love me anymore. So I'll go and drink the water too." Her husband agreed that this was a good idea and told her exactly how to reach the magic spring.

13 Early the next morning the old woman set out for the spring. Her husband stayed at home, doing some work that needed doing around the house. He was very happy as he worked, thinking what a beautiful young wife he was going to have. And he could hardly wait for her to come back. But many hours passed, and still she didn't come. He began to get worried. He waited and waited and waited. "Something must have happened," he said. "Maybe she was attacked by a wild animal. I'd better go and look for her."

14 So he started out into the mountains, running as fast as he could. All along the way he kept calling her name, but there was never any answer and he saw no trace of her anywhere. Finally he reached the spring, and still there was no sign of his wife. He was looking all around, not knowing what to make of his wife's disappearance, when he heard a tiny cry. He looked toward the sound and there in a clump of grass, wrapped in the clothes his wife had been wearing, was a tiny baby. Then he understood what had happened. This little baby was his wife! She had drunk too much of the magic water and had become younger and younger and younger until now she was a tiny baby again. She couldn't even walk or talk, but could only lie there waving her tiny baby hands in the air and making baby sounds.

15 "Oh, this is terrible!" cried her husband. But there was nothing at all he could do about it. So he took the baby up in his arms and carried it home, where he reared his baby wife very lovingly.

How Well Did You Read?

1 (*Recall the order.*) When the old man went to the mountains, which of these things happened *first*?
- **a** He became young again.
- **b** He fell asleep.
- **c** He saw a beautiful bird.

2 (*Recall the reason.*) The old man chased the bird because he
- **a** knew it was magical
- **b** wanted its beautiful feathers
- **c** wanted to show it to his wife

3 (*Recall the result.*) As soon as the old man had drunk from the spring, he
- **a** became sleepy
- **b** lost his memory
- **c** felt cold all over

4 (*Recall the details.*) When the old woman didn't come back, the old man thought
- **a** she had run away
- **b** an animal had attacked her
- **c** the bird had forgotten the way

5 (*Recall the details.*) When the man reached the spring and looked for his wife, he
- **a** found her shoes in the path
- **b** saw the bird flying away
- **c** heard a tiny cry

Learn about Words

A Often you can find out the meaning of a word from the way it is used in a story. The other words in the story help you.

Directions: Look at the numbered paragraph in the story. Find the word that best fits each meaning below. Write the word.

1 stand or walk in a bent-over position (1)
2 tool for chopping wood (2)
3 breathing hard and quickly (3)
4 went down on his knees (4)
5 collected; picked (5)
6 bunch; thick patch (14)
7 cared for; brought up (15)

B Many words have more than one meaning. The way a word is used tells you which meaning the writer had in mind.

Directions: Look at each word in heavy type below. Look back at the numbered paragraph in the story. Which meaning does the word have there? Write **a** or **b**.

8 realizing (4)
- **a** knowing; understanding clearly; becoming aware
- **b** making real; fulfilling

9 reach (12)
- **a** get to; come to
- **b** take or pass with the hand

10 trace (14)
- **a** very small amount; little bit
- **b** sign; mark left behind

C

repaint = re + paint
unusual = un + usual

When the letters *re* and *un* are added at the beginning of a word, they are prefixes.

painted = paint + ed
painting = paint + ing
usually = usual + ly

When the letters *ed, ing,* and *ly* are added at the end of a word, they are suffixes. Sometimes both a prefix and a suffix are added to a word:

repainted = re + paint + ed
repainting = re + paint + ing
unusually = un + usual + ly

When a prefix or a suffix or both are added to a word, they make a new word.

Directions: Rewrite the words so that they are divided into the prefix (if there is one), the word, and the suffix (if there is one). Example: You read *uncovered.* You write *un + cover + ed.*

11 planted
12 unlikely
13 growing
14 reread
15 paying

D

He brates. They brate.
It brates them. They brate them.

The word *brate* is not a real word, but you know that it tells what someone or something does. A word that tells what someone or something does—that expresses an action—is a verb. To find out whether a word is a verb, try it in place of *brate* or *brates* in the sentences above. If the word makes sense in at least one of the sentences, the word is a verb.

Directions: Look at the word in heavy type in each of the following sentences. If it is a verb, write "verb." If it is not a verb, write "not verb." If you aren't sure, try it in each of the sentences above. Then write your answer.

16 The **building** was red brick.
17 Don't **forget** to bring the bread.
18 They wanted to **sing** an old song.
19 Can you tell me where the **office** is?
20 I never can **remember** his name.

E The boys *moved like snakes* through the tall grass.
The boys *snaked* through the tall grass.

These two sentences mean the same thing. They both mean that the boys crawled silently through the tall grass the way snakes do. The phrase "moved like snakes" in the first sentence is changed to "snaked" in the second sentence. The verb *snaked* means "moved like snakes."

Directions: Choose the word that makes the second sentence mean the same as the first. Write that word.

21 The king shouted his orders in a voice like a trumpet. The king (**trumpeted, mumbled**) his orders.
22 As they filled the sack it got bigger and rounder, like a balloon. As they filled the sack it (**collapsed, ballooned**).
23 Jack's laugh boomed out like an explosion. Jack (**exploded, shrieked**) with laughter.
24 He sneaked past the enemy secretly and silently like a worm wriggling through the earth. He (**picked, wormed**) his way past the enemy.
25 Don't take that clock apart just for fun, as a monkey would. Don't (**monkey, play**) around with that clock.

Use Your Imagination

In some fairy stories, people drink magic liquids and grow big or small, forget things, or go to sleep for a long time. Make up a story in which something new happens when a person drinks magic water.

The Mystery of the Yeti

by Robert J. Hoare

1 For nearly a hundred years, the world has been hearing stories about a frightening creature that is supposed to live in the world's highest mountains—the Himalayas.

2 It all began in 1887 when an Indian army officer went on a climbing trip in the Himalayas. On the trip with him were some Sherpas. The Sherpas are the people who live in those mountains, and they are hired as guides by the mountain climbers who go there. When the officer's group had climbed 16,000 feet, they saw some huge footprints. They seemed to have been made by a giant man with bare feet. The Sherpas said that a creature called the *yeti* had made the footprints.

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Printed in the United States of America.

3 This was the first time that anyone from the rest of the world had heard of the yeti. Its name means "unknown animal that lives in the rocky regions." In Tibet it is called "the abominable snowman." *Abominable* is a word for something perfectly awful. And that's how the Sherpas and the Tibetans feel about the yeti.

4 Climbers and explorers have found footprints in many parts of those mountains. Some people also claim to have seen the yeti. In 1925 two explorers said that they had seen a creature that looked like a man standing in the snow, wearing no clothing.

5 In 1930 a British climber took photographs of some tracks. He took the pictures to London and showed them to some British scientists. They said that the tracks were those of a bear.

6 Since red bears live in the Himalayas, this should have stopped the talk about the mysterious yeti. But there was just one thing wrong. The photograph of the footprints showed no marks of a bear's claws. So, many people kept on believing the stories about the yeti.

7 For several years explorers continued to find mysterious tracks in the Himalayas. Then came World War II, and for a time the outside world forgot about the yeti.

8 In December 1951, photographs of more huge footprints appeared in a London newspaper. They had been taken in the Himalayas by a famous climber, Eric Shipton. Shipton said that a Sherpa had described a yeti to him. The Sherpa had said, "It was a sort of man with a big, pointed head whose body was covered with reddish-brown hair. It was about six feet tall." The Sherpa was sure that it was not a bear or a monkey, as some scientists thought.

9 As interest in the strange tracks grew, there were also questions. Were the stories that the people of the Himalayas told about the yeti just superstitions? Then what about the tracks found by climbers? In summer, footprints made in melting snow soon grow larger. Could the tracks be ordinary footprints made larger by the sun? No one seemed to know. Red bears and two kinds of monkeys live in those mountains. They can walk upright for a short distance. But some of the two-footed tracks had been followed for miles. Also, monkeys would have left the mark of a tail in the snow.

10 In 1954 a London newspaper sent some people to capture or photograph a yeti. They brought back many photographs of tracks in the snow, but nothing else.

11 Three years later a group from the United States tried to solve the mystery. But they, too, brought back only photographs of footprints.

12 In 1960 Sir Edmund Hillary went to the Himalayas with another group to learn more about the yeti. He learned that the Sherpas believe in three kinds of yeti—the *chuteh,* the *miteh,* and the *thelma.*

13 Hillary showed the skin of a Tibetan blue bear to many Sherpas. Each time he was told, "That is the skin of a chuteh."

14 He found the tracks of a fox or wild dog which were hidden from the sun by rocks. He followed these tracks out into the sun and watched them grow as the edges melted. They looked like perfect yeti tracks.

15 Hillary then went with some scientists to a monastery—a place where a group of religious men called monks lived. The monks showed them something that was supposed to be a yeti's hand. When the scientists studied it, they said that it was probably a man's hand.

16 From another monastery Hillary borrowed a scalp that was supposed to be a yeti's. He took it to Chicago, where he showed it to scientists. Later, scientists in London and Paris examined it. They all said that it wasn't a scalp at all, but part of a goat's skin.

17 Hillary and others who know the Himalayas well think that the yeti is a myth. They believe that it is part of the folklore of the people who live there—a story handed down from parents to their children.

18 But some people insist that there is a real yeti that lives in the Himalayas today.

How Well Did You Read?

1 (*Recall an important detail.*) The highest mountains in the world are the
- **a** Andes
- **b** Himalayas
- **c** Alps

2 (*Recall the reason.*) Sherpas are hired as guides in the mountains because they
- **a** live in the mountains
- **b** know how to catch a yeti
- **c** can be trusted to keep quiet

3 (*Recall the order.*) Which of these went to the Himalayas *first* after World War II?
- **a** A group from the United States
- **b** A famous climber named Eric Shipton
- **c** Some people sent by a London paper

4 (*Recall the details.*) Many scientists think the yeti tracks are actually made by
- **a** lions and tigers
- **b** mountain goats
- **c** Neither *a* nor *b*

5 (*Recall the result.*) When Hillary followed fox tracks into the sun, they looked like
- **a** human footprints
- **b** yeti tracks
- **c** Neither *a* nor *b*

Learn about Words

A Often you can find out the meaning of a word from the way it is used in a story. The other words in the story help you.

Directions: Look at the numbered paragraph in the story. Find the word that best fits each meaning below. Write the word.

1 areas; places (3)
2 unexplained; unknown (7)
3 false beliefs or fears (9)
4 find the answer to (11)
5 old legend or story (17)
6 beliefs, stories, sayings, and customs of a people (17)
7 hold firmly to a belief (18)

B Many words have more than one meaning. The way a word is used tells you which meaning the writer had in mind.

Directions: Look at each word in heavy type below. Look back at the numbered paragraph in the story. Which meaning does the word have there? Write **a** or **b**.

8 bare (2)
- **a** uncovered; not clothed
- **b** empty

9 feel (3)
- **a** touch
- **b** think

10 tracks (5)
- **a** metal rails for trains to run on
- **b** footprints

C He was a very *framish* man.
It seems *framish.*

The word *framish* is not a real word. But you know that it tells what someone or something is like. When a word describes a noun or pronoun (such as *man* or *it*), that word is an adjective. To find out whether a word is an adjective, try it in place of *framish* in the sentences above.

Directions: Look at each word in heavy type. Does it describe a noun or pronoun? Would it work in place of *framish* in the sentences above? If so, write "adjective." If not, write "not adjective."

11 I built a **tall** wall.
12 She wants a blue **car**.
13 Take me **away** from here.
14 What a **cross** man!
15 Is this the **right** house?

D He did it *rotly.*

The word *rotly* is not a real word. But if it were, it would probably be an adverb. An adverb usually tells how or when something was done.

Directions: Try each word below in place of *rotly* in the sentence. If it makes sense, write "adverb." If it does not make sense, write "not adverb."

16 softly
17 buggy
18 wander
19 easily
20 angrily

E grab green grin grow
a b c d **e** f g h **i** j k l m n **o** . . .

Words that have the same first two letters but different third letters are put in alphabetical order by their third letters. The words *grab, green, grin,* and *grow* all start with *gr.* The third letters in these words are *a, e, i,* and *o.* Since *a* is the first letter in the alphabet, *grab* is the first word. The letter *e* comes next, so *green* is the second word. The last two words follow in alphabetical order. Understanding alphabetical order will help you use the dictionary.

Directions: The words in each group are not in alphabetical order. On a piece of scratch paper, write the words in alphabetical order. Then write the word that comes *last* on your record page.

21 happy Hal hates ham
22 could collies cook corn
23 Louis lost Loretta's love
24 Mary made maple mayonnaise
25 Gabriela gathers gaudy garters

Use Your Imagination
Pretend you are an explorer looking for yeti. While on your trip, you keep a diary of what happened. Now you've been asked to write a short story about your trip for a newspaper. What will your story be?